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AUTHOR Raikes, Helen; Boller, Kimberly; vanKammen, Welmoet; Summers, JeanAnn; Raikes, Abbie; Laible, Debbie; Wilcox, Brian; Ontai, Lenna; Christensen, Lanette

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ABSTRACT

A survey of all Early Head Start programs funded from 1995-1998 was conducted during the winter of 1999-2000 to determine involvement of fathers in the programs and program outreach to involve fathers. Program representatives from 261 programs completed the survey on the World Wide Web or by mail, for a 62.5 percent response rate. Findings revealed variation among the programs with respect to fathers served, goals for programs, program strategies for involving fathers, barriers to involvement, and current involvement of fathers in the programs. Some of the variation occurred as a result of program stage of development. Strong evidence for a predictable sequence of stages toward more complex and purposeful father involvement was found. Compared to programs at large, the more mature programs were characterized by greater father involvement, more goals and program activities for fathers, a different pattern of perceived barriers, more successful solutions to challenging situations, and greater likelihood of identifying staff for providing father involvement training, using men for recruiting fathers, reaching out to nonresident as well as resident fathers, and working with partners within the community. To a lesser extent there was also variation as a result of program approach (whether serving families through home-based services, center-based services or a combination). Programs also varied according to race/ethnicity of the families served. (Author/HTH)

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Father Involvement in Early Head Start Programs: A Practitioners Study

Prepared by:

Helen Raikes, The Gallup Organization

Kimberly Boller and Welmoet vanKammen, Mathematica Policy Research

JeanAnn Summers, University of Kansas

Abbie Raikes, Debbie Laible, Brian Wilcox, Lenna Ontai and Lanette Christensen, University of Nebraska

Mathematica Policy Research

with

The Early Head Start Father Studies Working Group, Early Head Start Research Consortium

THE GALLUP ORGANIZATION

The University of Nebraska-Lincoln

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Executive Summary

A survey of all Early Head Start programs funded from 1995-1998 was conducted during the winter of 1999-2000. Program representatives from 261 programs completed the survey on the World Wide Web or by mail, for a 62.5% response rate. The survey was developed by building on lessons learned about program involvement of fathers from earlier qualitative and quantitative studies of program participation conducted by the Early Head Start Father Studies Working Group. Findings revealed variation among the programs with respect to the fathers served, goals for programs, program strategies for involving fathers, barriers, and the involvement of the fathers in the programs. Some of the variation occurred as a result of program stage of development. Our earlier work, following that of Levine et al. (1998), revealed that programs seem to pass through a predictable sequence of stages towards ever more complex and purposeful father involvement; we found strong evidence for this stage-like progression in the current study. Mature programs were characterized by greater father involvement, more goals and program activities for fathers, a different pattern of perceived barriers, more successful solutions to challenging situations, and greater likelihood of identifying staff for father involvement, providing father involvement training, recruiting using men; reaching out to nonresident as well as resident fathers and working with partners within the community than programs at large. To a lesser extent there was also variation as a result of program approach (whether serving families through home-based services; center-based services or a combination or mixed approach). Programs also varied according to the race/ethnicity of the families served, whether predominantly (50% or more) African American, Hispanic, white, Native American or families from a mixture of races and ethnic backgrounds, illustrating the importance of the cultural component of father involvement in programs. Many of the findings have implications for program practices.

Research Questions

The questions the study addressed are as follows.

- Who are the fathers of Early Head Start children? What percent of the children have resident and nonresident fathers? Do fatherhood populations differ according to race/culture, ages of families served, or by type of program?

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- What are the characteristics of Early Head Start programs in the study? What percent of Early Head Start programs are mature in their father involvement efforts? What are the characteristics of mature programs?

- What are program goals for father involvement? Which fathers do programs aim to include? How do program goals vary according to program maturity, race/ethnicity of families served and program approach?

- What types of strategies and activities do programs use to involve fathers? How do strategies and activities vary according to program maturity, race/ethnicity of families served and program approach?

- How involved are fathers in Early Head Start programs? How do programs recruit fathers to become involved? How does uptake of program offerings vary according to program maturity, race/ethnicity of families served and program approach?

- Who are the staff that carry out father involvement in programs? What kinds of training do the persons responsible for father involvement receive? What training do all staff receive to build skills in father involvement? How do staffing and training vary according to program maturity, race/ethnicity of families served and program approach?

- What barriers do programs face in involving fathers? How do the programs work through challenging situations to involve fathers? How does perception of barriers and success with challenging situations vary according to program maturity, race/ethnicity of families served and program approach?

- What are lessons for father involvement for early childhood programs of the future?

Methods

Building on growing interest and impetus for involving fathers in federal and other programs, the Early Head Start Father Studies Working Group launched a series of qualitative and quantitative studies related to fatherhood. One of these studies is the Practitioners' Study that is specifically focused on how Early Head Start programs are working to involve fathers. This report presents findings from a survey of Early Head Start program practices in regards to father involvement. The survey was completed by 261 of 416 eligible Early Head Start Wave I through IV programs in the winter of 1999-2000 (response rate, 62.7%). Program representatives could choose whether to complete the survey over the World Wide Web (28.5%) or by paper (71.5%). Programs responding were diverse and ranged across all five funding waves (funded from 1995-1999); 3 program approaches (center-based; home-based and mixed); 5 ethnic/racial groups (predominantly African American; predominantly Hispanic; predominantly white; predominantly Native American; mixed racial/ethnic groups); rural and urban locations; and included high, middle and low percentages of teen parents served. Programs in the study served 75 children on average. Follow-up focus groups (4) were conducted with program directors and father involvement coordinators to probe in areas where additional information was needed for a greater depth of understanding of program practices, e.g., working with nonresident and incarcerated fathers, working through challenging situations and stages of program development.

Key Findings

Most Early Head Start children have either a father who lives with them or an involved nonresident father. In the typical Early Head Start program slightly fewer than half of the children have a resident father (44.6%). However, a number have involved nonresident fathers (24.9%). Most Early Head Start programs (73.7% of all programs) serve several children (3.6 on average) whose fathers are incarcerated. Slightly more than a third of the programs (37%) included at least one father who was the primary caregiver of his child/ren; 18 programs reported 3 or more custodial fathers.

There is considerable variation across programs in the population of fathers of Early Head Start children. Programs are likely to have different experiences with father involvement due to variability in the fatherhood population. Some programs serve a higher percentage of resident fathers. For example, home-based programs report that 48.8% of their children have resident fathers. Programs serving Hispanic families, 56.9%; those serving smaller proportions of teen parents, 47.2%, and those in rural areas, 46.6%, report more children with resident fathers than their counterparts. Other programs serve a higher percentage of involved, nonresident fathers. For example, programs serving African American children reported that 37.3% of their children had an involved, nonresident father; the percent of involved nonresident fathers was also higher in center-based programs (31.6%), among those serving a high proportion of teen parents (31.7%) and in urban areas (34.1%).

The programs themselves also vary. Most programs think of themselves as novices when it comes to father involvement (early stage = 72%); some think they are somewhat more experienced (mid-stage = 21%) and a few regard themselves as experts in father involvement (mature = 7%). Mature programs were more likely to be found in among Wave I programs, to be serving African American families, to be slightly larger than the average program in the study and to be serving families with a higher proportion of nonresident fathers than other programs. Programs in early stages of father involvement were more likely to be in rural areas. Throughout the study we found highly significant differences according to stage in most father involvement practices.

Nearly all programs try to involve resident biological fathers (98.8%) and resident father figures (94.8%); however, there was more variation when it came to intentions to involve *nonresident* fathers. A majority of all programs attempt to involve nonresident biological fathers (77.2%) and nonresident father figures (57.9%). Mature programs were more likely than others to try to involve these types of fathers. Mixed and home-based programs were significantly more likely to try to involve biological, resident fathers than was true for center-based programs while mixed and center-based programs were significantly more likely to report they try to involve nonresident biological fathers, probably reflecting the different populations of fathers that home-based and center-based programs serve. Programs serving Native American families were least likely to say they served father figures, whether resident or nonresident, and programs serving African American families were more likely than other programs to report they served nonresident father figures.

Programs vary in the types of goals they set for involving fathers. We asked about a wide spectrum of goals ranging from involving fathers with their children, with the program, and with mothers, and supporting the fathers in their own development, to providing leadership for father involvement program in the community. The most common goals across all programs were to encourage fathers to spend time with their children (named by 82.9% of all programs) and to come to program events (80.3%) and least common were to involve fathers in solving financial child support issues (27.9%); helping nonresident fathers stay in contact with their children (30.6%) and involving fathers in solving their own personal issues (39.8%).

- Mature programs more frequently named every goal and identified a broader array of goals (as seen by higher scores on the Father Involvement Goals Scale). For example, 72.3% named as a goal to encourage financial child support; 70.6% to help nonresident fathers stay in contact with their children; and 88.9% to solve their own personal issues. A feature of maturity seems to be enhanced purpose about father involvement and a widening vision that focuses on the father's needs and role as provider as well as on the father's relationship to the child. Additionally, while mature programs want to "get the father to attend" the program, as is true for all programs, they have many goals for fathers that go beyond getting the father through the door.

- There were no differences by program or race/ethnicity with respect to goals for father involvement with two exceptions. Mixed programs had higher Father Involvement Goals Scale scores and programs serving African American families were more likely to name enlisting the father in financial child support as a goal.

On average, Early Head Start programs reported they invite fathers to 13 of the 26 activities measured by our Father-Friendly Activities Scale. Most common activities were inviting the fathers to events planned for the family and ensuring that there is a place for the father's name on enrollment forms. Least common were to include father involvement in appraisals of staff performance and to rely on fathers who had left the program to recruit new fathers.

- Not unexpectedly, there were large disparities between the practices of mature and other programs. Mature programs reported they proffer 21 of the activities queried on average. Moreover, mature programs were from two to four times more likely than early-stage programs to complete a needs assessment for fathers; to engage fathers who had left the program to become mentors and recruiters; and to develop policies that make it clear the program is for fathers as much as for mothers.

- Mixed-approach programs proffered 15 father-friendly activities on average compared to 12 for center-based and 13 for home-based. Mixed-approach programs were more likely than other program types to help front-line staff with father involvement, to provide services for bi-lingual fathers and to obtain information about the father regardless of living arrangements; home-based and mixed programs were equally likely (and more than center-based) to refer fathers to other agencies and to draw the father in if he was hanging in the background of activities.

- There was not a difference by race/ethnicity on the Father-Friendly Activities Scale but there were a number of differences in specific program activities offered to fathers by race/ethnicity. Programs serving African Americans were more likely to rely on male staff to recruit fathers and to complete a needs assessment; those serving Native Americans also were more likely to complete a needs assessment for fathers; to invite fathers to all events; to have a room or space just for fathers; and to hire male staff. Programs serving African Americans and Hispanics were more likely to allow staff time for outreach to fathers than other programs. As would be expected, programs serving mostly Hispanics and Native American families were most likely to provide bilingual services for fathers. Programs serving white and Hispanic fathers were more likely to send written materials to fathers than others.

Programs report a majority of their resident fathers *ever* participated in the program but only about a quarter were *highly* involved. Fewer nonresident fathers, about a third, were *ever* involved and fewer still, about a tenth, were *highly* involved. Mature programs reported nearly twice as many resident fathers highly involved as early-stage programs. There were no significant differences by stage in the proportion of nonresident fathers who participated or were highly involved. Both resident and nonresident were more likely to be reported as highly involved in programs serving Native American families than was true for any other racial/cultural group.

When it comes to participation in specific activities, we again found that participation rates were low; the mean on the Father Uptake Scale showed that on average only "a few" fathers attended most program activities and events. Programs reported highest father attendance for activities for all family members such as holiday parties, picnics, open houses; group parenting activities such as group socializations that involve mothers, fathers and children; attending home visits but not actually participating; and bringing and picking up children, in center-based care.

- Mature programs had much higher participation in all the activities on average than mid-stage, in turn higher than for early-stage programs. Notably, mature programs achieved higher levels of involvement by involving *many or most* fathers in family activities; activities designed to improve parenting; and group parenting education activities such as group socializations.

- What appeals to fathers varies considerably by the race/culture of the fathers. Programs serving Native Americans reported greatest success with overall turnout, boards, committees and participating in leadership such as Policy Council as well as attendance at events for the whole family, including socializations; programs serving African American fathers reported highest levels of involvement in "for men only" groups and similar approaches; Hispanic fathers were reported as most responsive to group meetings that involved men and women together or were focused on language and literacy; while programs serving white fathers reported highest levels of participation in home visits. Programs with a mixture of racial groups did not lead in father involvement in any areas, lending credence to the idea that fathers' preferences in responding to program activities have cultural connections and suggesting that cultural homogeneity may contribute to father involvement.

Programs reported a number of barriers to involving fathers. Factors intrinsic to fathers (e.g., fathers' work schedule; father doesn't live with the mother and child) were reported as greater barriers than barrier factors intrinsic to programs (e.g., program lacks male staff). The most frequently named barriers were fathers' work schedules and mothers and fathers not living together.

- Mature programs perceived as many barriers intrinsic to fathers as all programs, but as would be expected, fewer barriers intrinsic to programs. Mature programs were *more* likely than other programs to report substance abuse and two fathers in a child's life as a barrier, possibly because of saliency of these issues due to increased efforts of mature programs to involve fathers despite difficult circumstances.

- Mixed and home-based programs were more likely to perceive domestic violence as a barrier than center-based programs, possibly due to difference in the populations that home-based and mixed-approach and center-based programs served.

- Programs serving Hispanic families perceived more barriers of many types; those serving African American families most often reported the mother and father not getting along as a barrier; programs serving white families perceived not having male staff as a barrier more than other groups.

A number of program practices seem to be key to a father involvement program. Mature programs generally lead the way in modeling these practices. The following paragraphs are organized around the salient practices of mature programs. These items address the question: what are key practices of exemplary programs? It is hoped that identification of these practices will be helpful to early childhood programs seeking to implement father involvement components. Mature programs led the way in the following practices:

- **While Early Head Start programs have had some success involving some fathers despite challenging situations, such as: when the mother and father are in conflict, when the father has been involved with domestic violence, when either the mother or the mother's family does not want the father involved with the child or the program, or when the father has been out of contact with the child for some time, mature programs are more often successful than other programs.** Totaling across all challenging situations queried, mature programs were able to involve fathers in 47.1% (father out of contact) to 81.3% (mothers and fathers in conflict) of the challenging situations, demonstrating that it is possible to involve fathers despite difficult circumstances. These success rates were about double those for early- and mid-stage programs. Mature programs employed a variety of strategies beginning with communication and problem solving and turning also to working with separate caseworkers or to coordinate with other agencies to serve the father.

- **Most, 82.4%, mature programs have designated day-to-day responsibility for father involvement to a specific individual in their agency**. This compares to 62.3% for mid-stage programs and 24.9% for early stage programs. Among mature programs, 80.8% of the time, this person is a man. Rates of hiring a man were similar for mid-stage programs, 80.6%, but were much less frequent for early-stage programs, 33.3%. There were no differences by program approach in tendency of the program to hire a person to be in charge of father involvement but programs serving African American and Hispanic families were more likely than those serving other racial groups to have someone in charge of father involvement.

- **Most, 88.9%, of mature programs have provided training for the father involvement coordinator and for all staff, 77.8%,** compared to 14.3% and 27.5% for early-stage and 62.3% and 60.4% for mid-stage programs who had provided these two forms of training. Mixed-approach and home-based programs were more likely than center-based programs to provide training on father involvement of both types.

- **Most mature programs had hired male staff (83.3%), whereas only 40.1% of early-stage programs and 60.4% of mid-stage programs had done so.** Moreover, mixed-approach and home-based programs were almost twice as likely to have hired male staff as center-based programs.

- **Mature programs rely on men for outreach to a far greater extent than is true for other programs.** Slightly more than a third of programs recruit using fathers in the program to recruit more fathers (38.9%), or recruit through males in the community (17.5%), while these two forms of recruitment were employed by 82.4% and 73.3% of mature programs. Mature did not stand apart from other programs in the likelihood to rely on mothers to recruit, suggesting that what distinguishes the mature program is reliance on male networking to bring fathers to the program. Mixed-approach and programs serving Native American families led in outreach activities. Programs serving African American families were most likely to recruit through males in the community but also were more likely to recruit by working with the mother than other groups.

- **Mature programs were also likely to use a wider variety of strategies to involve nonresident fathers than was true for programs at large.** Mature programs were equally as likely as other programs to discuss the situation in regards to a nonresident father with the mother, but mature programs were generally twice as likely to issue invitations to fathers by phone; using the mail or in person. There were some differences by program approach and race/ethnicity in strategies to involve nonresident fathers. Home-based programs were more likely to conduct home visits, mixed-approach programs, to have compiled a list of nonresident fathers and center-based programs, to do "nothing" to involve nonresident fathers. Programs serving Hispanic and African American families were most likely to invite nonresident fathers to events by mail while programs serving white fathers were most likely to mail progress notes to nonresident fathers. Programs serving Native American and mixed racial groups had the fewest strategies for involving nonresident fathers.

- **Mature programs were more likely to reach out to incarcerated fathers.** Of mature programs, 40.0% (vs. 20.0% mid-stage and 4.6% of early-stage programs) reported making a strong effort to involve incarcerated fathers. We reported earlier that that 73.7% of all programs included at least one father who was incarcerated. Mature programs were significantly more likely than others to visit fathers in prison (26.7% vs. 8.6% of mid-stage programs vs. 0% early- stage). No programs serving Native American families reported making a strong effort to reach out to incarcerated fathers. Mixed-approach and programs serving African American families were more likely to make a strong effort to reach out to incarcerated fathers than other types of programs, though the differences were not significant.

- **Mature programs modeled collaboration for father involvement within their communities, another hallmark of father involvement program maturity.** For example, 50.0% of mature programs vs. 28.0% of early-stage programs and 43.4% of mid-stage programs reported a relationship with local child support enforcement officials. Of mature programs, 93.8% said they wanted to be recognized in their communities as an important resource for fathers, nearly twice as many as for other programs (38.4% of early-stage and 59.6% of mid-stage programs).

- **When we asked programs which of their program activities had been the biggest success for their overall program development, noteworthy were how many mature programs said creating an image that the program is as much for fathers as for mothers.** Thus, we identified this as the key, salient change that moves a program from early stages of father involvement to maturity. Nearly all mature programs (94.4%) reported they had developed such an image compared to about half (52.7%) of early-stage and about two-thirds (67.9%) of mid-stage programs.

Recommendations for Father Involvement in Early Head Start Programs

Many lessons were learned from the study about the ingredients for success in father involvement programs Many of the lessons have been learned from mature programs, that have worked through some of the "bugs" of father involvement; others come from considering lessons from programs serving differing racial/cultural groups of fathers and still others can be gleaned by studying the patterns of father involvement from programs following different approaches for carrying out their services.

Implications for programs include:

1. Identify purposes for a father involvement program.
2. Think about the case management needs of fathers as well as of the mothers and babies. Conduct needs assessments with fathers.
3. Hire a father involvement coordinator.
4. Hire men as program staff.
5. Train the father involvement coordinator.
6. Train all staff to work with fathers.
7. Identify and work through barriers. It is possible to involve many fathers despite barriers.

8. Work with nonresident as well as resident fathers.
9. Recruit fathers in many ways, through men as well as mothers.
10. Develop strategies for working through challenging situations.
11. Work within the community. Form collaborations with child support and TANF administrators and many other community collaborators.
12. Conduct many activities to become father friendly, from inviting fathers to events in multiple ways and including fathers names on all materials to making the environment father friendly.
13. Form a program image that demonstrates the program is as much for fathers as for mothers and children.
14. Recognize that different cultural groups will have different ways to reach out to and include fathers. If the program serves mixed racial groups, recognize that father involvement will be more challenging and attempt to reach out to fathers through cultural subgroup channels, building towards more pluralistic involvement.
15. If the program is center-based, increase father involvement efforts. If the program is home-based, build on tendencies of fathers to show interest in home visit and group socializations. If the program is a mixed-approach program, consider alternative ways of involving fathers in all program services.
16. Early stage programs should follow the example of mature programs, but also recognize and appreciate the developmental aspects of father involvement and that it takes time to build a father involvement component. With time, however, quite high degrees of father involvement are possible.

By 2000, Early Head Start programs had made important strides in the area of father involvement. Continued growth is expected as programs build on the lessons learned from the current study, from their own natural desire to improve program practices and from lessons of the 21 Early Head Start Fatherhood Demonstration sites, a study that is following the current study.

Introduction and Overview

Introduction and Methodology

Building on growing interest and impetus for involving fathers in federal and other programs, the Early Head Start Father Studies Working Group launched a series of qualitative and quantitative studies related to fatherhood. One of these studies is the Practitioners Study that is specifically focused on father involvement in the Early Head Start program. This report presents findings from a survey of Early Head Start father involvement program practices. The survey was completed by 261 of 416 eligible Early Head Start Wave I through IV programs in the winter of 1999-2000 (response rate, 62.5%). Program representatives could choose whether to complete the survey over the World Wide Web (28.5%) or by paper (71.5%). Programs responding were diverse and ranged across all five Early Head Start funding waves (funded from 1995-1999); 3 program approaches (center-based; home-based and mixed); 5 ethnic/racial groups (predominantly African American; Hispanic; white; Native American; mixed); rural and urban locations; and included high, middle and low proportions of teen parents served. Programs in the study served 75 children on average. Follow-up focus groups (4) were conducted with program directors and father involvement coordinators to probe in areas where additional information was needed, e.g., working with nonresident and incarcerated fathers, working through challenging situations and stages of program development.

Introduction

Responding to a need for services for infants and toddlers, Congress passed the Head Start reauthorization Act of 1994, mandating new Head Start services for low-income pregnant women and families with infants and toddlers. Following the 1998 Head Start reauthorization, the resulting Early Head Start Program has expanded to include nearly 700 programs across the 50 states, the District of Columbia, and Puerto Rico. The program aims to enhance children's physical, social, emotional, and cognitive development as well as to enable parents to meet their own goals while becoming better caregivers and teachers of their children. To this end, the Early Head Start Program supports the highest level of parent involvement and partnership, making a special effort to support the role of fathers in the lives of their children and families.

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As Early Head Start continues to expand, many programs are searching for better ways to increase the connection between fathers and their children. The importance of father involvement in the lives and education of their children has been illustrated by a growing volume of research (Tamis-LeMonda and Cabrera 2002; Levine 1998; McBride, B., Rane, T.R., & Bae, J. 1999; Nord, C.W., Brinhall, D. & West, J. 1997). Additional studies have helped to identify the potential role of early education programs, such as Early Head Start, in promoting such father involvement. One recent study by Fagan and Iglesias (1999) suggests a positive association between high levels of participation of fathers in Head Start-based intervention programs and increased father involvement with children. An Urban Institute study (Sorensen, Mincy and Halpern, 2000) reported that fathers in "fragile families," families in which mothers and fathers were not married, were most likely to be present around the birth of the child and more likely to disappear as children grew older. These strands of findings, taken together, make apparent the potential of Early Head Start programs for increasing father involvement in children's lives. However, relatively little is known about the most effective methods of engaging fathers and encouraging responsible parenting within the Early Head Start setting. Moreover, few studies have been completed that focus on the most effective strategies for involving fathers of very low-income infants within an intervention program. Thus, a study that identifies effective practices for father involvement has potential implications beyond Early Head Start, for early childhood programs serving infants and toddlers as well as for the wider array of Head Start programs.

The current report addresses the questions: What do we know about father involvement in Early Head Start programs (types and percentages of fathers involved, activities, barriers, aims, staffing, and successes)? What are effective practices to recommend to Early Head Start, Head Start and other early childhood programs? It reports from a survey of 261 Early Head Start programs conducted in the winter of 1999/2000 and from follow-up focus groups conducted in 2000.

The Early Head Start Program

The Carnegie Corporation of New York report, *Starting Points: Meeting the Needs of Our Youngest Children* (1994) showed that large numbers of infants and toddlers are starting life in poor environments, without adequate stimulation, and without sufficient interactions with caring, responsive adults. The release of *Starting Points* followed closely on a comprehensive self-examination of Head Start services conducted by the Advisory Committee on Head Start Quality and Expansion. This committee called for Head Start programs to improve their quality, address the fragmentation of services by forging new partnerships, and expand services in a number of ways, including serving more families with infants and toddlers (U.S. Department of Health and Human Services 1993). Subsequently, the Head Start Authorization Act of 1994 mandated new Head Start services for families with infants and toddlers, authorizing 3 percent of the total Head Start budget in 1995, 4 percent in 1996 and 1997, and 5 percent in 1998 for these services (U.S. Department of Health and Human Services 1994). The Coates Human Services Reauthorization Act of 1998 further expanded the program, setting aside 7.5 percent of Head Start funds in 1999, 8 percent in 2000, and 10 percent in 2001 and 2002 for Early Head Start programs.

In 1994, Donna Shalala, Secretary of the U.S. Department of Health and Human Services, created the Advisory Committee on Services for Families with Infants and Toddlers, which provided the guidelines for the new Early Head Start program. The report of the Advisory Committee set forth a vision and blueprint for Early Head Start programs and established principles and cornerstones for the new program (U.S. Department of Health and Human Services 1994).

Early Head Start programs are comprehensive child development programs. The Advisory Committee on Services for Families with Infants and Toddlers envisioned a two-generation program that included intensive services beginning before the child is born and concentrating on enhancing the child's development and supporting the family during the critical first three years of the child's life. The Advisory Committee recommended that programs be designed to produce outcomes in four domains:

- ***Child development***--(including health, resiliency, and social, cognitive, and language development).
- ***Family development***--(including parenting and relationships with children, the home environment and family functioning, family health, parent involvement, and economic self-sufficiency).
- ***Staff development***--(including professional development and relationships with parents).
- ***Community development***--(including enhanced child care quality, community collaboration, and integration of services to support families with young children).

The program guidelines specify that grantees may design programs that achieve these outcomes by providing home-based services, providing center-based child development services, combining these approaches, or implementing other locally designed options.

The first wave of grantees—68 programs—was funded in September 1995. Another 75 programs were funded in September 1996, and in subsequent years additional funding brought the total to almost 664 programs serving almost 60,000 infants and toddlers and their families today. Not only was the development of the overall Early Head Start program dramatic, this development took place within a changing context that we discuss below.

Head Start/Early Head Start provides an infrastructure that helps to shape the programs, including (1) the revised Head Start Program Performance Standards, (2) ongoing program monitoring, and (3) a training and technical assistance network to support programs in achieving full implementation and quality.

Early Head Start programs follow and are monitored according to the Head Start Program Performance Standards, an elaborate system of standards developed with input from a wide range of experts in early childhood, health and related areas. Full implementation of the performance standards has been shown to predict child development and family outcomes in Early Head Start research programs (ACYF 2001a; ACF 2002). Head Start Bureau monitoring teams visit programs every three years to verify compliance with program standards and the revised Head Start Program Performance Standards.

Infancy-oriented training and technical assistance is led through the Early Head Start National Resource Center, which provides ongoing support, training, and technical assistance to all waves of Early Head Start programs under a contract with Zero to Three. General and more extensive training and technical assistance are provided by regional training grantees--the Head Start Quality Improvement Centers (HSQICs) and the Head Start Disabilities Quality Improvement Centers (DSQICs)--and with their infant-toddler specialists, as well as the 10 U.S. Department of Health and Human Services Regional Offices and Indian and Migrant branches that assumed responsibility for administrating Early Head Start grants.

Contextual Changes Influencing Early Childhood Programs Today

Several broad social changes and contextual factors influence early childhood programs, and may have implications for father involvement in these programs: (1) increasing recognition of the importance of early childhood development including pre-kindergarten initiatives in states; (2) welfare reform; and (3) growing attention to the roles of fathers in young children's lives.

Recent research verifies the importance of the early years and supports the importance of early childhood development programs. First, national attention focused on early brain development in spring 1997, when the White House convened the Conference on Early Childhood. Next, the increasing focus on services that start when women are pregnant and focus directly on child development gained the attention and support of policymakers, program sponsors, and community members. Recognizing the importance of early childhood education for school readiness, many states now provide funds for a pre-kindergarten program or have a school funding mechanism for 4-year-olds. Thus, there is widespread belief that early childhood programs have the potential to enhance school readiness. Taking together what we know about the importance of early childhood programs and about father involvement and children's development, it is reasonable to think that increasing fathers' involvement through early childhood programs would contribute to even greater gains for their children.

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), which became effective just as Early Head Start began serving families, reformed federal welfare policy and established clear expectations for families receiving welfare. For delivery of program services, PRWORA created a climate different from the one many early childhood programs had operated within prior to its existence. The new work requirements and time limits on cash assistance have increased demands on parents' time, increased their child care needs, increased stress for some families, and made it more difficult for parents to participate in some program services (ACYF 2000). The new requirements also have made some parents more receptive to employment-related and child care services and motivated them to find jobs and work toward self-sufficiency. The requirements also required biological parents not living with their children to provide child support.

The Current Focus on Fatherhood

Today, policymakers, researchers, and educators are adopting a new, more explicit focus on fathers. Fathers are key partners in contributing emotional and economic support for the development of their children. As a consequence, to promote the positive involvement of fathers in the lives of their children, federal agencies are increasingly developing and enhancing fatherhood policies. The federal Fatherhood Initiative was galvanized by former President Clinton's request for federal agencies to assume greater leadership in promoting the involvement of fathers and focusing on their contributions to their children's well-being. The activities of this initiative have involved the White House, several key federal statistical agencies, the Family and Child Well-Being Research Network and the National Center on Fathers and Families. Together, they have created a national momentum for reconceptualizing the way fathers are incorporated into policies and programs. They also have set forward a research agenda that will improve federal data on fathers and will support the development of policies and programs that recognize the emotional, psychological, and economic contributions that fathers can make to the development of their children.

The growing attention to the roles of fathers has led some programs to devote more attention to strengthening fathers' relationships with their children and enhancing their parenting skills. To support these growing efforts and to build father involvement among fathers of infants, the Head Start Bureau and the Office of Child Support Enforcement have jointly funded 21 Early Head Start fatherhood demonstration grants (ACYF 2002c)[1]. Father involvement is a priority initiative identified by Assistant Secretary Wade Horn, Administration on Children and Families, U.S. Department of Health and Human Services.

Early Head Start Father Studies

The current study is referred to as the Early Head Start Father Studies Practitioners Survey. It is one of a number of studies being carried out under the umbrella of the overall Early Head Start Research and Evaluation Project[2] which includes a national evaluation of program implementation and impacts, and local research. Supported by the Administration on Children, Youth and Families, the national evaluation is being conducted by Mathematica Policy Research in conjunction with Columbia University Center for Children and Families and the Early Head Start Research Consortium. Data for the overall study are being collected in 17 research sites using an experimental design in which approximately 3000 program families were randomly assigned to either a program or control group. In 1997, Father Studies were added to the research effort.

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[1] The evaluation is being conducted by Mathematica Policy Research, and lessons learned from this study will augment and extend upon findings reported here.

[2] The Early Head Start Research and Evaluation Project has produced a number of national reports. These reports may be found at www.mathematica-mpr.com

Father Studies in Early Head Start have been supported by the Ford Foundation; the National Institute of Child Health and Human Development; the Administration on Children, Youth and Families; and the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services. The Father Studies Working Group coordinates Father Studies in Early Head Start. The elements of Father Studies in Early Head Start include:

- Surveys with fathers, including qualitative and quantitative questions, when children are 24 and 36 months of age. These surveys are conducted in 12 Early Head Start sites and include approximately 800 fathers.
- Videotaped assessments of father-child interaction in 7 sites when children are 24 and 36 months of age.
- Follow-up interviews with fathers and videotaped assessments in 12 sites, immediately prior to children's entry to kindergarten (this data collection is still underway).
- Interviews and videotaped assessments with fathers and mothers and infants with fathers of newborns, when children are 3, 6, 14, 24, and 36 months of age, begun with approximately 200 children and fathers.
- The EHS practitioners study includes: (1) focus groups with fathers, mothers and staff in four EHS research sites in 1997; (2) a survey completed by EHS research program directors in 1997; (3) focus groups with EHS and HS fathers in 1999; (3) in-depth study of father involvement in one site in 1999 and 2000; and (4) the survey of all EHS Wave I through Wave IV programs with focus group follow up in 1999-2000.

From the qualitative studies in four sites, the Father Studies Working Group learned about: (1) barriers to father involvement, (2) the activities programs were initiating, (3) the extent of father involvement, and (4) to a few recommended practices. Next, from the in-depth study in one site we learned about stages in developing a father involvement program. From the fathers we learned how important their children were to them, about how they felt about support, and in some cases about how they viewed Early Head Start and Head Start in their lives. The many lessons were applied to the Practitioners Survey and follow-up focus groups.

Practitioners Study: Methodology

The current report presents findings from the Practitioners Survey conducted in late 1999 and early 2000. We broadened our focus to survey the wider field of Early Head Start programs in order to learn about some of the most innovative practices in father involvement. A questionnaire was developed using the survey conducted in 1997 as a basis while also building on the many lessons we had learned since that initial survey. The questionnaire was designed to answer the following questions:

- Who are the fathers of Early Head Start children? What percent of the children have resident and nonresident fathers? Do fatherhood populations differ according to race/culture, ages of families served, or by type of program?
- What are the characteristics of Early Head Start programs in the study? How many Early Head Start programs are mature in their father involvement efforts? What are the characteristics of mature programs?
- What are program goals for father involvement? Which fathers do programs aim to include? How do program goals vary according to program maturity, race/ethnicity of families served and program approach?
- What types of strategies and activities do programs use to involve fathers? How do strategies and activities vary according to program maturity, race/ethnicity of families served and program approach?
- How involved are fathers in Early Head Start programs? How do programs recruit fathers? How does uptake of program offerings vary according to program maturity, race/ethnicity of families served and program approach?
- Who are the staff that carry out father involvement in programs? What kinds of training do the persons responsible for father involvement receive? What training do all staff receive to build skills in father involvement? How do staffing and training vary according to program maturity, race/ethnicity of families served and program approach?
- What barriers do programs face in involving fathers? How do the programs work through challenging situations to involve fathers? How does perception of barriers and success with challenging situations vary according to program maturity, race/ethnicity of families served and program approach?
- What are lessons for father involvement for early childhood programs of the future?

The survey we report about here was conducted with the support and partnership of the National Head Start Association and the National Center for Strategic Nonprofit Planning and Community Leadership (NPCL). Following the guidance of Dr. Ron Mincy, of the Ford Foundation, other father involvement leadership organizations were contacted and these persons provided feedback on the questionnaire and our data collection approach. ZERO TO THREE provided a data file of all wave 1 through 5 Early Head Start programs.

Mathematica Policy Research subcontracted with members of the Father Studies Working Group to carry out this type of survey. The University of Nebraska-

Lincoln, in partnership with the Gallup Organization, Lincoln, NE, conducted the survey.

In November of 1999, a letter was mailed to programs inviting them to participate in the study. This letter was sent from the Fatherhood Partnership, including the National Head Start Association and NPCL. The letter also gave participants a choice between returning the paper survey that was enclosed in their envelope or to complete a web-based survey. The letter provided each participant with a unique PIN number for accessing the web survey.

Respondents who did not immediately return surveys received reminder post cards. Several weeks later, non-respondents were telephoned. Participants in the Early Head Start Institute, January 2000, were given opportunities to complete the survey at the conference. Questionnaires were mailed a second time and follow-up calls were also conducted a second time.

A data file was formed by combining all the web-based and paper-based surveys. Descriptive analyses and comparisons of means or Chi-Square analyses were conducted.

Practitioners Study: Sample

Total Pro-grams	Center-Based	Home-Based	Mixed	African-American	Hispanic	White	Native American	Mixed Racial Groups
261	65	93	95	58	33	113	11	40
100%	25.7%	36.8%	37.5%	22.7%	12.6%	44.3%	4.3%	15.3%

Table i

The current report presents findings from the Practitioners Survey conducted in late 1999 and early 2000. For this study we broadened our focus from the 17 research sites to survey the wider field of all Early Head Start programs providing services to families at the time. Altogether, 422 surveys were mailed to EHS programs. Of these, 261 surveys were completed. Of the 422 surveys that were mailed to the Early Head Start programs, six were program duplicates or involved programs that notified us they were not serving families. Thus, of the 416 eligible programs, the 261 completed surveys resulted in a 62.5% response rate.

Altogether, 28.5% of respondents completed the web-based survey and 71.5% completed the paper survey.

It was reasonable to think that programs that had been funded longer and had more time to establish a father involvement program might be more likely to respond, but this was not the case. Response rates by wave were as follows: for Wave I (funded in 1995) 58.7% response rate; for Wave II (funded in 1996) 56.3% response rate; for Wave III (funded in 1997) 53.1% response rate; for

Wave IV (funded in 1998) 47.5% response rate and for Wave V (funded in late 1998) 59.8% response rate. When programs were identified with more than one wave, they were affiliated with the wave in which they were first funded for our analyses.

The programs also represented a range of program approaches. As we have noted, Early Head Start programs may adopt a center-based approach, home-based approach, a combination of the two or a locally designed option. In our sample, 65 (25.7%) identified themselves as center-based; 93 (36.8%) as home-based and 95 (37.5%) as combination or locally designed option programs, and which we are labeling "mixed" programs. (Table 2, Appendix A). The proportion of programs reporting specific approaches is similar to those reported in the 17 research sites when measured in 1997 (Administration on Children, Youth and Families, 2001); research programs at that time were identified as 23.5% center-based programs, 41.2% home-based and 35.3% mixed approach programs. The research sites evolved towards a greater likelihood of being mixed approach programs by 1999 when 23.5% were center-based; 11.8% home-based and 64.7% were mixed approach programs.

The Early Head Start programs in our sample varied substantially according to the racial composition in the communities they serve. About a quarter (22.7%) of the programs reported that they serve families that are predominantly African American; 12.6% of the programs serve a majority of Hispanic families; 44.3%, predominantly Caucasian families; 4.3%, a majority of Native American families; and 15.3% serve a mixture of racial groups. These figures are fairly similar to those of all Early Head Start Wave I and Wave II research programs (ACYF 1999a, 1999b, 2000). Since we were interested in determining if the programs served a *majority* of representatives of a cultural group to determine if there might be cultural differences in program practices, our figures are slightly different from reports asking about total families across all programs. For example, we report a lower percentage of African American and Hispanic families in our breakdown of *programs* than is found in the Wave I and Wave II research sites at the level of *families (*ACYF 1999a).

It is possible that there were African American and Hispanic families included in programs that were serving a majority of Caucasian families and in the mixed racial group programs. It is also possible that not as many providers of services to African-American and Hispanic families returned our survey. Nonetheless, we have a good array of programs serving diverse racial groups within this study.

The Early Head Start programs in the study were serving families in a wide variety of community settings: 61.3% of the programs reported they served families in rural communities; 52.9% reported serving families in small towns or cities. Fewer served families in medium-sized cities (21.5%) and large cities (25.3%). Collapsing to achieve non-overlapping groups, 184 (70.5%) of the programs either served families in rural areas (rural and small towns) and only 77 (29.5% of our sample) served families in urban areas.

Programs also vary in the extent to which they serve parents who are teenagers. By program report, in the majority of programs (71.5%) fewer than a quarter of the parents are teens. However, in 17.4% of the programs between a quarter and half of the parents are teens and in 11.1% of the programs more than half of the parents are teenagers.

Programs varied somewhat in the number of children served. The average program in this study served 75.4 children.

Data Reduction: Scales Developed from Survey Questions

To reduce the data, we created scales or subscales that produce a program father involvement scale score wherever possible. Findings from these scales are included in appropriate sections of the report. (See Table i.1, Appendix C for a complete list of scales created from the Practitioners Survey.) We describe the scales more completely in appropriate sections of the report.

The Practitioners Focus Groups

Four focus groups were held in January 2000, during the annual Early Head Start and Child Care Institute for Programs serving Families with Infants and Toddlers. These focus groups were intended to gain in-depth understanding of program practices that could not be fully explored through the questionnaire. Focus groups were scheduled on the following topics:

- What are the practices of mature programs?
- What are the practices of programs just beginning father involvement efforts?
- What are program practices for engaging nonresident fathers?
- What are program practices for engaging incarcerated fathers?

On the Practitioners Survey, we asked if the respondent would be attending the Institute and if the respondent would be willing to participate in a focus group to discuss father involvement practices. From respondents who expressed willingness to participate and a few others who heard about the focus groups during the Institute, we were able to recruit approximately 30 participants for focus groups. Participants included program directors and father involvement coordinators or their representatives. The focus groups were tape-recorded and following the focus groups, leaders and recorders debriefed to identify key themes. The tapes were transcribed and Dr. Jean Ann Summers, a member of the Father Studies Working Group with expertise in qualitative analysis, summarized themes and illustrations of each theme from across the focus group transcriptions and the debriefing sessions. (See Appendix A for a list of themes and examples from the focus groups.) Focus group findings are presented throughout this report where appropriate.

Detailed Findings

Father Involvement in Early Head Start Programs

Programs report that the majority of children have either a resident or involved nonresident father in their lives. However, there is considerable variation in Early Head Start programs with respect to father involvement. Programs vary according to the fatherhood population, program goals, activities carried out to become "father friendly" and in perception of barriers. There is also variation across these dimensions according to program approach, the race/ethnicity of families served and program maturity.

1. THE FATHERS OF EARLY HEAD START CHILDREN

"How many children in your program have a resident father or father figure? A nonresident father or father figure who is involved with them? Live in a family headed by a father only, i.e. custodial fathers raising children by themselves?"

PROGRAM REPORTS OF CHILDREN WITH RESIDENT AND NONRESIDENT FATHERS

THE FATHERS OF EHS CHILDREN:	**Total Programs** **N= 255-261**	**African American** **N=58**	**Hispanic** **N=31-33**	**White** **N = 113**	**Native American** **N = 11**	**Mixed Racial Groups** **N = 39-40**
Resident	44.6%	30.0%	56.9%	48.1%	47.4%	46.2%
Nonresident Involved	24.9%	37.3%	24.4%	20.1%	15.8%	25.6%
Custodial	1.3%	.5%	1.6%	1.5%	1.2%	1.1%

Table 1

- Overall[3], program respondents reported that fewer than half (44.6%) of the children they serve have resident fathers and about a quarter (24.9%) had involved nonresident fathers. (Table 1.1, Appendix C.)

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[3] It is probable that some children have both a resident father and a nonresident involved father but we were not able to report this based on the questions; programs, not parents, were informants. Also, programs may underestimate the number of involved nonresident

- **Race/Ethnicity.** In programs serving African American families, almost a third of the children (30.0%) were reported to have resident fathers while slightly more of the children (37.3%) were reported to have involved nonresident fathers. Programs in which over half of the families were Hispanic reported that a majority of their children had resident fathers (56.9%) while only 24.4% had involved nonresident fathers. Programs with a majority of Caucasian families reported slightly fewer than half of their children had a resident father (48.1%) and about a fifth (20.1%) had an involved, nonresident father. When it came to the 11 programs serving a majority of Native American families, fewer than half of the children (47.4%) were reported to have a resident father and fewer than had fifth (15.8%) had a nonresident involved father, the lowest proportion of involved nonresident fathers among the subgroups in the sample. Programs serving a mixture of racial groups reported 46.2% with resident fathers and 25.6% with a nonresident father.

- **Program Approach.** Home-based programs reported that 48.8% of their children had resident fathers while only 18.9% had involved nonresident fathers. Center-based programs reported fewer children who had resident fathers (39.4%) and more with involved nonresident fathers (31.6%). Mixed programs that provide both home-based and center-based services were between home-based and center-based in proportions of resident (43.7%) and nonresident fathers (26.3%).

- **Programs Serving Teen Parents.** Programs serving a majority of teen parents also reported less father involvement in children's lives. Only about a third of children in these programs serving a majority of teens had resident fathers (32.6%); about a third had non-resident involved fathers (31.7%).

- **Programs Serving Families in Rural and Urban areas.** Programs serving families in rural areas reported greater involvement of resident fathers in children's lives than was true for programs in urban programs. Programs in rural areas reported 46.6% resident fathers, while urban programs reported 39.3% resident fathers. In rural areas, 21.5% of the children were reported to have nonresident involved fathers, while 34.1% of children in urban areas were reported to have nonresident involved fathers.

- **Programs Serving Fathers Who Are Incarcerated.** Most Early Head Start programs (73.7% of all programs) have some children whose fathers are incarcerated. The average number of children with incarcerated fathers within these programs was 3.6; however, 12 programs had 10 or more children whose fathers were incarcerated.

- **Programs Serving Custodial Fathers.** Slightly more than a third (37% of all the programs) served fathers who are the primary caregivers of their children. Most reported only one or two custodial fathers (1.2 on average), but 18 programs reported 3 or more.

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fathers and may not be probing to learn about these men. Assessments obtained from interviewing mothers at the time of enrollment in the Early Head Start Research and Evaluation Project showed a slightly higher percentage of children with resident/nonresident involved fathers (86%) (ACYF, 1999) than reported here.

2. STAGES OF FATHER INVOLVEMENT

"Programs seem to pass through stages in their evolution towards becoming father friendly. Where is your program? Stage I. Little, if any thought has been given to the unique issues of involving any parent beyond the mother. Stage II. Some fathers are involved and some thought and effort have gone into father involvement. Most program activities revolve around women and children. Stage III. Program has developed ways to increase its attention to father involvement and has begun to show a concerted effort. Some exciting and promising changes are occurring as more staff and parents gain a sense of how to make the program father friendly. A father involvement coordinator may have been hired and that person does a good job of keeping other staff aware of father involvement. Stage IV. Many changes have been made in making the program father friendly. Father involvement now focuses on applying all program activities to fathers. Many resident fathers are now involved in the program and some nonresident fathers are involved. Stage V. Most resident fathers are involved in the program on at least a monthly basis. The program offers a great variety of father involvement activities. Many nonresident fathers are involved." In the presentation in following sections, we often present data for all programs and those for mature programs in text tables to illustrate how mature programs stand apart from other programs.

STAGE OF FATHER INVOLVEMENT (N= 235)

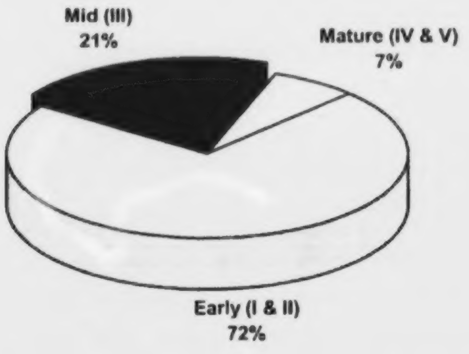

Figure1

- Most programs (72%) were early-stage programs while a few (7%) were rated as mature. We refer to differences between this special group of mature programs and the sample at large throughout the remainder of this report. These mature programs lead the way to demonstrate the potential of father involvement for Early Head Start. (See Table 2.1, Appendix C.)

- Stage I and II programs were regarded as *early-stage programs*. Only 6% of EHS programs ranked as Stage I programs. Stage II programs involved some fathers and had given some thought and effort to father involvement but it was not a top focus of the program. Two-thirds (66%) of the programs ranked themselves as stage II and in our study altogether 72% of EHS programs were rated as in the early stages (Stages I and II) of father involvement.

- Stage III programs are *mid-stage programs* in father involvement. Program effort had led to ways to increase attention to fathers and there was a concerted effort in father involvement. In our study, 21% of the programs rated themselves as mid-stage in father involvement.

- Stages IV and V programs were regarded as *mature programs*. These programs had made many changes to make their programs father friendly. Many resident fathers were involved in Stage 4 (6% of the programs), and in Stage 5 (1%) most resident and many nonresident fathers were involved in the program. A small number of programs (7%) are pointing the way for other programs in demonstrating what a mature father involvement program in Early Head Start can be.

- Mature programs were found in all waves but more frequently in Wave I. For example, 35.7% of the mature programs were from Wave I (funded in 1995) and 21.4% were from Wave II (funded the next year). Chi square analyses showed that differences of stage by level approached significance. The findings demonstrate that it probably takes some time for a program to develop a father involvement component. It is likely that other demands take precedence over father involvement when programs are starting up. However, it should be noted that compared to many community programs, even Wave I and II Early Head Start programs were relatively young, only about 4 or 5 years old at the time of the survey. However, it is also noteworthy that 28.6% of mature programs were from Wave IV and V, demonstrating that even though they only been funded for one to two years, these programs had managed to launch a sophisticated father involvement program.

- Mature programs were somewhat more likely to be mixed-approach programs (representing a combined category of center-based, home-based, combination and locally designed options). For example, 52.9% of mature programs were mixed vs. 17.6% that were center-based and 29.4% that were home-based.

- Mature programs were more likely to be serving African American families (44.4%), vs. Hispanic (11.1%); white (11.1%); Native American (11.1%) or mixed racial groups (22.2%).

- Programs in early stages of father involvement were more likely to be in rural areas (71.4% of early stage programs) than in urban areas (28.6%). Conversely, a higher proportion of urban programs were mature than was true for rural programs, although due to large sample size of rural programs, more mature programs were rural than urban.

- Mature programs were also larger than other programs in the sample, serving on average 105.1 children vs. 91.7 for mid-stage and 68.5 for early-stage programs.

- Mature programs were also significantly more likely to serve a population with more involved nonresident fathers than other programs in the sample. For example, mature programs reported that 41.0% of their children had involved nonresident fathers as contrasted to 23.0% for early-stage and 26.1% for mid-stage programs. (See Table 1.1, Appendix C.)

- Mature programs were not different from other programs in their reports of the percent of children who had resident fathers, in their likelihood to serve incarcerated fathers, in the number of incarcerated fathers served or in their likelihood to serve custodial fathers. (Table 1.1, Appendix C.)

- Throughout this report, findings are presented overall and by stage of program development. The findings are also reported according to program approach. Tables in Appendix C provide further detail about the demographic characteristics of families in programs according to program approach (Table 2.2, Appendix C) and race/ethnicity of families (Table 2.3, Appendix C).

3. GOALS OF A FATHER INVOLVEMENT PROGRAM

"In your program, which fathers do you try to involve?"

THE FATHERS PROGAMS AIM TO INVOLVE

The Fathers Programs Aim to Involve[4]	Overall sample N = 252-258	Mature Programs N = 18
Resident Biological Fathers	98.8%	100%
Father Figures who Live With Child	94.8%	100%
Nonresident Biological Fathers	77.2%	88.9%
Nonresident Father Figures	57.9%	83.3%

Table 3a

- Most programs indicate they want to involve resident fathers. (See Table 3.1, Appendix C). When it comes to nonresident fathers the differential between the mature and other programs increased. Slightly more mature programs responded that they attempt to involve nonresident biological fathers than was true for other programs (88.9% vs. 74.5% for early-stage and 84.9% for mid-stage) and mature programs were more likely to attempt to involve nonresident father figures than other programs (83.3% vs. 51.1% for early-stage and 69.8% for mid-stage).

- **Program Approach.** Which fathers programs aim to involve varied by program approach as well. While all programs try to involve biological fathers living at home, center-based programs were significantly less likely to do so than other groups. There were not significant differences across groups in involving resident father figures. When it came to involving nonresident biological fathers, mixed programs were significantly more likely than center and home-based to involve these fathers.

- **Race/Culture of Families.** Finally, programs serving African American families were significantly more likely than their counterparts to try to involve the group of father figures who do not reside with the child.

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[4] In this text table and throughout the report, to illustrate how mature programs stand apart from programs in general and may be viewed as exemplary, we descriptively present averages for all programs and for mature programs. We do not statistically compare mature to all programs. Tables in Appendix C (e.g., Table 1.1) show statistical differences by stage, as well as by approach and race-ethnicity.

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"To what extent does each of the following reflect your program's purposes for father involvement?"

THE GOALS OF FATHER INVOLVEMENT PROGRAMS

Goals of Father Involvement Programs:	Overall sample N = 252-258	Mature Programs N = 18
Father Involvement Goals Scale	2.6 (.86)	3.5 (.57)
SELECTED GOALS	**% Answering to a "Very Great Extent"**	
Encourage fathers to spend time with children	82.9%	100%
Get fathers to come to program events	80.3%	100%
Encourage fathers and mothers to work together	79.5%	100%
Help fathers with parenting skills	76.7%	94.4%
Involve fathers in (their own) successful employment or education	47.7%	77.9%
Be recognized in the community as a good resource for fathers	46.5%	93.8%
Involve fathers to resolving their personal issues	39.8%	88.9%
Help nonresident fathers stay in contact with their children	30.6%	70.6%
Involve fathers in financial child support	27.9%	72.3%

Table 3b

- We assumed that all programs would not have the same goals when it came to father involvement. Since Early Head Start is a child development program, we assumed that most programs would try to encourage fathers to spend time with their children. We were less certain that programs would focus on fathers' social service needs so we asked about a list of possible goals that programs could have.

- Overall, the programs averaged 2.6 (.86) on the Father Involvement Goals Scale. The Father Involvement Goals Scale score was computed by averaging across the score for each goal. This score for each item was created by giving a "4" score for rating a goal as important "to a great extent" and a "0" if not important at all. When it came to the types of goals that programs considered important, overall they most frequently focused on parenting and attendance at meetings. Least-frequently named were goals that focus on nonresident fathers and on helping fathers resolve their own issues, for example, involving fathers in financial support and involving fathers in solving their personal issues. (See Table 3.2, Appendix C.)

- **Stage.** One-way analyses of variance showed there were highly significant differences by level of program maturity on the Father Involvement Goals Scale (averaging 3.5 (.57) for mature programs vs. 2.9 (.66) for mid-stage programs and 2.4 (.85) for early-stage programs). Mature programs more often named *every* goal and more often said the goal was a purpose to a *great extent* than was true for mid-stage and early-stage programs; the differences between programs at different stages were significant in all cases but two. There were some goal areas in which the mature programs particularly stood apart from the others, areas mostly focused on helping the father as a person or on nonresident fathers. The goals for which mature programs were significantly *far* ahead of mid- and early-stage programs included the following: to involve fathers in successful employment or education; to involve fathers in financial child support; to help nonresident fathers stay in contact with their children; to involve fathers in their personal issues; and to be recognized in the community as a good resource for fathers.

- **Program Approach.** Mixed-approach programs had higher scores on the Father Involvement Goals Scale, meaning they had more goals they considered important (2.9 (.85)) than home-based programs (2.5 (.85)) and center-based programs (2.4 (.85)). There were no significant differences by program approach on any of the specific goals queried. However, mixed programs were slightly more likely to say it was important for them to get fathers to come to program events and to attempt to involve fathers in financial child support than was true for other program types.

- **Race/Culture of Families.** There was no difference on the Father Involvement Goals Scale total by race/culture of families programs served. However, on the individual items, there was a trend for programs serving African American families were to identify financial child support by fathers as a goal and programs serving Native American families most often set the goal to be recognized as a good resource for fathers in their communities.[5]

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[5] Due to small sample size of predominantly Native American sites the difference was not significant.

4. STRATEGIES FOR BECOMING "FATHER FRIENDLY"

"What has your program done to become 'father friendly'?"

PROGRAM STRATEGIES FOR BECOMING "FATHER FRIENDLY"

"Father-Friendly" Activities	Overall Sample N = 260-261	Mature Programs N = 18
Father-Friendly Activities Scale (Average Number of Activities out of 26)	13.4 (5.20)	20.5 (3.84)
SELECTED STRATEGIES	**% Using Strategy**	
Invite fathers to participate in all aspects of the program (percent of programs who report they do this)	95.4%	94.4%
Make efforts to interact with fathers who accompany mothers	93.9%	100%
Ensure that enrollment forms have a place for information about fathers	91.6%	100%
Complete a needs assessment for fathers	41.8%	77.8%
Develop program policies with a clear expectation that fathers should and will participate	41.4%	83.3%
Recruit fathers who complete the program to work as mentors, recruiters, group facilitators	22.2%	61.1%
Include services to fathers in performance appraisals of key staff	13.8%	44.4%
Provide a room or space in the program facilities just for men/fathers	7.3%	38.9%

Table 4

- Overall, programs utilized a variety of activities, with the average program adopting 13.4 (5.2) of the 26 "father-friendly" activities we asked about on the Father-Friendly Activities Scale. To score this scale we summed the activities for each program then compiled the list of 26 possible activities from our earlier research and with the help of the National Head Start Association. The most frequently reported of these activities were to invite fathers to participate in all Early Head Start events; make efforts to interact with fathers who accompany mothers when they tend to hang in the background, and ensure that enrollment forms have a place for information on fathers. The least-used strategies were to provide a room or space at the program facilities just for men/fathers and to include providing services to fathers in performance appraisals of key staff. (See Table 4.1, Appendix C.) Some of these strategies will be further discussed in appropriate sections later in the report.

- **Stage.** The number of activities programs used positively and significantly increased with the maturity of the program. The difference for stages on the Father-Friendly Activities Scale was significant. Mature programs used 20.5 (3.84) strategies on average, compared to 11.9 (4.39) for early-stage and 16.8 (4.67) for mid-stage programs. The most prevalent activities for early- and mid-stage programs were inviting fathers to participate in all Early Head Start events, home visits, and all aspects of the program. Of mature programs, 100% of programs reported they make efforts to interact with fathers who accompany mothers when they tend to hang in the background and ensure that fathers' names are on enrollment forms. Differences between mature and other programs were most often seen among less frequently-used strategies; for example, most mature programs vs. a minority of early-stage programs reported they complete a needs assessment for fathers; recruit fathers who completed the program to work as mentors, recruiters, and group facilitators; and develop program policies that include a clear expectation that fathers should and will participate.

- **Program Approach.** There was a significant difference on the Father-Friendly Activities Scale by program approach, with mixed programs reporting more activities (14.7, 5.18) on average than center-based (12.0, 5.00) or home-based programs (13.1, 5.18). For center-based and mixed-approach programs, inviting fathers to participate in EHS events was the most-often used approach (used by 92.3% of center-based programs and 96.8% of mixed). For home-based approaches, the most-used approach was to make efforts to interact with fathers who accompany mothers when they tend to hang in the background (reported by 97.8% of the programs). Mixed-approach programs were significantly more likely than other program approaches to enable front-line staff to promote father involvement; provide bi-lingual activities for fathers; send written information to both parents if they did not live together and to obtain contact information about the father regardless of living situations. Interestingly, center-based and mixed programs were both more likely to "send a message" that the program is for men as well as women significantly more often than were home-based programs, whereas home-based and mixed programs were both significantly more likely to refer fathers to other services than were center-based programs.

- **Race/Culture.** While there were not overall differences on the Father-Friendly Activities Scale by race/culture of families served, there were some striking differences in the types of activities that programs selected to promote father involvement within programs serving fathers of different races or cultures. For example, programs serving mostly African American families were more likely than other groups to use male staff to recruit fathers and to allow staff time for outreach to fathers. Programs serving mostly Native American families were significantly more likely than other programs to have fathers complete a needs assessment; offer bilingual services (with those serving Hispanic families); have a room just for fathers; invite fathers to participate in all events (with those serving African American families); and hire male staff. There were other ways that programs serving mostly Native American families seemed different from all other programs that didn't reach significance, likely because the number of these programs (11) was small relative to other groups. Programs serving mostly white and those serving mostly Hispanic families were more likely than other programs to send written materials to both parents if they did not live together.

5. INVOLVEMENT OF THE FATHERS IN PROGRAMS

"How many children (in your program) have a father or father figure who has ever participated/is highly involved in the Early Head Start program?"

RESIDENT AND NONRESIDENT FATHERS *EVER INVOLVED* AND *HIGHLY INVOLVED* IN THE EARLY HEAD START PROGRAM

Fathers *Ever* and *Highly Involved* in the Early Head Start Program	Overall sample N = 220-240	Mature Programs N = 14-18
Percent of resident fathers who *ever* participated in the Early Head Start program	58.6%	65.4%
Percent of resident fathers who are *highly involved* in the Early Head Start program	24.1%	41.2%
Percent of nonresident fathers who *ever* participated in the Early Head Start program	30.4%	26.6%
Percent of nonresident fathers who are *highly involved* in the Early Head Start program	9.5%	13.5%

Table 5a

- While programs were adapting by making a number of activities available to fathers, we wanted to know to what extent were fathers of Early Head Start children actually participating. Programs report a majority of their resident fathers *ever* participated in the program and about a quarter were *highly* involved. Fewer nonresident fathers, about a third, were *ever* involved and fewer still, about a tenth, were *highly* involved. (See Table 5.1, Appendix C.) The following example will illustrate how these estimates were calculated. The percent resident fathers ever involved equals the number of children the program identified as having a resident father ever involved divided by all children with a resident father.

- **Stage.** Mature and mid-stage programs reported significantly more often involving resident fathers than early-stage programs. Mature programs reported most resident fathers were involved and slightly less than half were *highly* involved (nearly twice the proportion for early-stage programs). Mature programs reported nearly twice as many resident fathers highly involved as early-stage programs. There was no significant difference by stage in the proportion of nonresident fathers who participated or were highly involved.

- **Program Approach and Race/Culture.** There were no significant differences in degree of father involvement for resident and nonresident fathers by program approach or by race/culture of families served. However, it was interesting that across the categories of resident father involvement, the 11 programs serving Native Americans reported the highest proportion of fathers involved in the program.

"(Now), please tell us how many fathers and father figures, resident and nonresident, are involved in the following program activities."

FATHER INVOLVEMENT IN SPECIFIC PROGRAM ACTIVITIES

Father Involvement in Specific Program Activities	Overall sample N = 220-240	Mature Programs N=14-18
Father Uptake Scale Score	1.1 (.48)	1.5(.44)
Father-Focused Uptake Scale Score	1.0 (.83)	1.4(.85)
SELECTED ITEMS	**Item Means (SD) 1= a few; 2= some fathers; 3= many; 4=most**	
Activities for all family members such as holiday parties, picnics or open house.	2.7(1.0))	3.6 (.70)
Group parenting activities such as group socializations	2.3(.96)	3.2(.86)
Attending home visits but not participating	2.3(.81)	2.6(.70)
Participating actively in child development activities during home visits	2.1(.77)	2.4(.78)
Participating actively in home visits by setting goals for the whole family and self.	1.9(.82)	2.4(.85)
Activities designed to improve parenting	2.1(.92)	3.2(.71)
Activities for fathers and children only, such as "daddy and me" evenings	.8(1.29)	2.6(1.72)
Sporting events scheduled for men or playing on program teams	.6(1.08)	1.7(1.53)
Men's group focused on parenting	.7(1.12)	2.4(1.42)
Men's group for training related to employment	.5(.90)	1.6(1.25)

Table 5b

- We asked programs how many fathers attended or participated in a number of activities that programs may offer fathers. We then formed two scales. The Father Uptake Scale was formed by averaging across all the items (23) queried. An average score of 3 or higher meant that many or most (more than half) of the fathers in the program were involved; 2-3 that some (from 20-50%) fathers were involved; 1-2, a few (less than 20%) and less than 1, very few fathers participated. The second scale, the Father-Focused Uptake Scale is comprised of the 7 items that are focused particularly on fathers. We report the findings from the scales and from items.

- **The means on the Father Uptake Scale and on the Father-Focused Uptake Scale showed that on average only "a few" fathers attended typical program activities and events.** Programs reported highest father attendance for activities for all family members such as holiday parties, picnics, open houses; group parenting activities such as group socializations that involve mothers, fathers and children; attending home visits but not actually participating; and bringing and picking up children in center-based care. Lowest uptake was reported for sporting events for fathers, which were not offered by all programs (See also Table 5.2 in Appendix C).

- **Stage.** Differences by program stage on both the Father Uptake Scale and on the Father-Focused Activities Subscale, consistent with other findings in this study, were significant. Overall Father Uptake Scale scores were 1.5 (.44) for mature programs and 1.3 (.52) for mid-stage and 1.0 (.46) for early-stage programs and Father-Focused Activities Scale scores were 1.4 (.85) for mature programs and 1.1 (.81) for mid-stage and .7 (.78) for early-stage programs showing that mature programs involved more fathers in overall program activities and involved more fathers in activities for fathers only. Mature programs had much higher participation in all the activities on average than mid-stage, in turn higher than for early-stage programs. Differences by stage were significant for every type of program activity with the exception of five items (involvement in center committees; bringing and picking up children in center-based care; working in the classroom; attending home visits but not participating; and fixing up the EHS grounds). Mature programs achieved higher levels of involvement by involving *many or most* fathers in family activities; activities designed to improve parenting; and group parenting education activities such as group socializations. Mid-stage programs consistently had higher father involvement than early-stage programs but did not involve *most* fathers in any of the activities we asked about. Thus we find as programs mature, more fathers attend program activities, and a hallmark of maturity may be that most fathers attend major events as well as events at the heart of the program (e.g., group socializations).

- **Program Approach.** Overall Father Uptake Scale and Father-Focused Activities Uptake Scale differences by program approach were not significant. For a few items there were significant differences in father attendance as would be expected from the services offered. For example, center-based and mixed-approach programs had higher father involvement in center committee efforts, working in the classroom, bringing and picking up children, participating in parent-teacher conferences and fixing up the program grounds, while home-based programs had highest father involvement in home visits.

- **Race/Culture.** Overall differences in the Father Uptake Scale based on race/culture approached significance. The highest reports of overall father attendance came from programs serving Native Americans, followed by those serving Hispanic families. Differences by race/culture on the Father-Focused Uptake Subscale were not significant; however, there were significant differences in involvement in many of the activities, showing that fathers of different races/cultures differentially take up activities that programs offer.

    - ➢ Programs serving Native Americans reported the highest proportion of father involvement in a number of areas. Programs serving Native Americans reported the highest (of all the race/culture groups) father turnout at Health Advisory Board or Policy Council; center committees; working in the classroom; bringing children and picking them up; attending home visits but not actually participating; and fixing up EHS grounds.

- Programs serving African American fathers reported the highest turnout for sporting events for men; men's group focused on parenting; men's group for training related to employment; and men's group for education or literacy.

- Programs serving Hispanic families reported the highest father involvement as compared to programs serving other racial groups in applying for the EHS program; participating in a group of men and women for education or literacy and participating in parent-teacher conferences other than home visits.

- Programs serving mostly Caucasian parents reported relatively higher father turnout when it came to participating actively in home visits and participating actively in home visits by setting goals for the whole family and for self.

- Thus, it appears that what appeals to fathers in father involvement programs varies considerably by the race/culture of the fathers. Native Americans reported greatest success with overall turnout, and dads may respond to invitations to be on boards, committees and to help the program overall as well as to come to events for the whole family, including socializations; African American fathers were reported to respond to "for men only" groups and approaches; Hispanic fathers were reported to be most responsive to group meetings that involved men and women together and focused on language and literacy, while Caucasian fathers reportedly participated more in home visits. Programs with a mixture of racial groups did not lead in father involvement in any areas, lending credence to the idea that fathers' preferences in responding to program activities have strong cultural connections and suggesting that cultural homogeneity within a program may contribute to father involvement.

6. BARRIERS TO FATHER INVOLVEMENT IN EARLY HEAD START PROGRAMS

"Programs report some barriers to involving fathers in their activities. To what extent is each of the following a barrier for involving fathers in your program?"

BARRIERS TO FATHER INVOLVEMENT

BARRIERS SCALE, SUBSCALES	**Overall sample N = 220-240**	**Mature Programs N = 14-18**
Total Barriers Scale	1.2(.49)	1.1 (.58)
Fatherhood Factors Barriers Scale	2.2 (.95)	1.9(1.06)
Program Factors Barriers Scale	1.0(.58)	.6(.39)
SELECTED ITEMS (Most Frequently Identified Barriers)	Item Means (SD) 0 = not a barrier at all to 4 = major barrier	
Fathers' work schedules interfere with program involvement	3.3(1.12)	3.1(1.09)
The father does not live with the mother and child	3.2 (1.08)	3.2 (1.29)
The program lacks male staff that fathers can relate to	3.0 (.80)	1.5 (.71)
The father and mother do not get along	3.0 (1.01)	2.6 (1.10)

Table 6

- Our early focus groups conducted in 1997 and work that followed enabled us to generate and refine a list of barriers to involving fathers in Early Head Start programs. The barriers fall into two general categories—barriers intrinsic to the lifestyles and situations of Early Head Start fathers (e.g., a father's incarceration; father not paying child support; two men involved with the child as father figures) and barriers more intrinsic to the programs (e.g., reluctance of female staff to work with men; staff lack of know-how regarding father involvement). Thus, we devised three scales based on the individual items we asked about specific barriers that programs may have faced in their father involvement work: Total Barriers Scale; Fatherhood Factors Barriers Scale and Program Factors Barriers Scale.

- Overall, program respondents reported the average item we asked about was a barrier "to some extent." Thus, the average score on the Total Barriers Scale was 1.2 (.49). A score of "`0" meant the factor was not a barrier and a score of "4" meant the factor was a major barrier. Factors intrinsic to fathers (Fatherhood Factors Barriers Scale) presented greater obstacles for programs than was true for factors relating to programs (Program Factors Barriers Scale) with means of 2.2 (.95) and 1.0 (.58) respectively. Named as most likely to be major barriers were fathers' work schedules that interfere with program involvement; the father not living with the mother and child; the program's lack of male staff who fathers can relate to; and the mother and father not getting along. (See Table 6.1, Appendix C.)

- **Stage.** As expected, mature programs perceived significantly fewer program-related barriers than mid- and early-stage programs (Program Factors Barriers Scale), but there was not a difference in barriers specific to fathers (Fatherhood Factors Barriers Scale) or in overall barriers (Total Barriers Scale), suggesting that a number of challenges are inherent to involving fathers in Early Head Start, though as we'll see in a subsequent section of this report focused on dealing with challenging situations, mature programs have devised enhanced ways of dealing with the barriers that all programs face. There were many differences on specific items. Compared to mature programs, mid- and early-stage programs were significantly more likely to perceive lacking male staff, lacking know-how, or receiving regional or national support as barriers. On the other hand, compared to early-stage programs, mature programs were significantly *more* likely to perceive two fathers in the child's life and substance abuse as barriers. Mid-stage programs were also more likely to perceive two fathers in the child's life as a barrier. It appears that as programs mature, challenging issues such as a child having two fathers and substance abuse become *more* salient, perhaps because programs are attempting to engage fathers in spite of difficult situations.

- **Program Approach.** While there were no overall or subscale differences by program approach, there were some differences on specific items. Home-based programs were significantly more likely to identify barriers related to fathers not feeling welcome in the program. Mixed and home-based programs identified fathers' involvement with domestic violence and fathers trying to control mothers' involvement in the program as barriers more than did center-based program. Mixed programs identified the mother not wanting the father to be involved in the program and not wanting the father involved with the child as barriers more than other programs.

- **Race/Culture.** Programs serving families of different races and cultures perceived barriers in many different ways. Programs serving Hispanic families reported significantly more barriers overall, more barriers related to fathers, more barriers related to programmatic factors, and barriers in many more specific areas than the other groups. Specifically, these programs were significantly more likely than those serving other racial/cultural groups to believe they had faced a number of barriers: men feel unwelcome in the program; Early Head Start has an image as a program for women and children; female staff are reluctant to work with fathers; classroom and center environments are not father friendly; staff lack know how regarding father involvement; the program perceives a lack of support from the Head Start Bureau; fathers are involved in domestic violence (with programs serving whites); fathers try to control mothers' involvement in the program; mothers do not want the fathers to be involved with the program or with the child (with programs serving white families); and fathers' work schedule interferes with program involvement. Programs serving mostly African Americans identified mothers and fathers "not getting along" as a barrier more than any other group, a difference that approached significance. Programs serving mostly Caucasian families perceived not having male staff as a barrier, significantly more than any other group.

Part II. Detailed Findings

Practices of Successful Early Head Start Programs

Next, we report on specific practices that may be key to carrying out a successful father involvement program. In nearly all cases, there are lessons from mature programs that may be useful to all programs in their development. In some cases, lessons learned from studying patterns in program approaches help to illuminate how father involvement plays out in different types of programs. Finally, there appear to be important lessons for programs serving families of varying racial and ethnic backgrounds, as we continue to explore the theme of the cultural component of father involvement.

0. DEALING WITH CHALLENGING SITUATIONS

"Has your program successfully worked through any of these situations and involved the father?"

Overcoming Challenging Situations	**Overall sample N = 220-240**	**Mature Programs N = 14-18**
Overcoming Challenging Situations Scale	.6 (.69)	1.2 (.97)
SELECTED ITEMS:	**% of Programs Reporting Overcoming Challenging Situation**	
When the mother does not want the father involved with the child	29.7%	47.1%
When mother and father are in conflict with each another	41.5%	81.3%
When the father has been involved in domestic violence	30.6%	64.7%
When the father has been out of contact with the child for some time	16.4%	46.7%
When the mother's family does not want the father involved with the child	27.7%	60.0%

Table 7

- We were particularly interested in learning whether programs were involving fathers despite challenging situations or whether these situations were preventing involvement. Overall, programs reported they were somewhat successful in all the areas we queried, as measured by Overcoming Challenging Situations Scale. More programs (41.5%) had success involving the father even though the mother and father were in conflict but fewer had successes involving father when the father had been out of contact for some time (16.4%) and when the mother's family opposed the father's involvement (27.7%). (Table 7.1 in Appendix C)

- **Stage.** Again, mature programs led the way and nearly two-thirds of these programs report they successfully worked through all of the challenging situations we presented in the survey and were able to involve the father, in spite of obstacles, as compared to less than a third for mid-stage and early-stage programs. For every item we queried, mature significantly more than other programs reported success involving the father despite challenging situations and the overall score on the Overcoming Challenging Situations Scale was more than twice as high for mature programs as for early-stage programs (1.2 vs. .5). A full 81.3% of mature programs reported success involving the father when mother and father were in conflict and 85.7% of the mature programs were able to involve the father when he was not paying child support; 64.7% successfully involved the father, likely including getting him social services, when he'd perpetrated domestic violence; and 60.0% involved the father in the difficult situation when the mother's family did not want him to be involved with the child. Thus, mature programs demonstrate that many of these situations can be worked through. Indeed, mature program staff participating in our focus groups shared the language they used in some of these situations. One father involvement coordinator shared how he patiently explained to the child's grandmother that he knew she was angry with the father of the child, but the child still needed a dad and if she wanted to help her grandchild, she could support the child's relationship with the father.

- **Program Approach.** There were no significant differences on the Overcoming Challenging Situations Scale by program approach; however, mixed-approach programs reported significantly greater success than other program types in involving the father in the face of opposition of mother's family (center-based programs also reported relatively good success with this challenge), when the father had been out of contact with the child for some time, and when the father had not been paying child support.

- **Race/Culture.** Programs serving African American families reported significantly higher Overcoming Challenging Situations Scale scores than those serving other racial groups, although none of the individual items showed significant differences.

Strategies programs use to involve fathers in challenging situations

We next asked the program respondents what they did to achieve success in challenging situations. Program staff in focus groups provided further insights on strategies they used in challenging situations.

"To what extent have you relied on the following strategies to involve the father in the EHS program when there are conflicts with respect to father roles and program involvement?"

- The average on the Total Challenging Situations: *Strategies* Scale was 1.2, meaning that the average program relied on a host of strategies to a limited extent. True to the relationship orientation of Early Head Start, the most common strategy for involving the father in challenging situations when there are conflicts with respect to father roles was to discuss the situation among the staff to find the best solution; 51.4% of programs carried out this practice; 37.5% of programs reported they talk to the mother and father about how they want to handle the situation; and 15.1% of programs refer the father to another agency but coordinate the efforts with that agency (Table 7.1, Appendix C).

- **Stage.** As expected, mature programs reported significantly more strategies than mid-stage and early-stage programs. Mature programs were significantly more likely to talk with the mother and father about what to do (66.7% of programs did this); and mature (66.7%) and mid-stage programs (64.2%) were more likely than early-stage programs (46.0%) to discuss the situation among their staff, bringing problem solving skills of staff to bear. Mature programs, and to some extent, mid-stage programs also led the way in a number of specific practices for resolving challenging situations. For example, mature programs were significantly more likely than other programs to involve separate case workers with the father and other family members (16.7% vs. 5.7% for early-stage programs); and to refer and coordinate efforts with the other agency (33.3% vs. 10.9% early stage).

- **Program Approach and Race/Culture.** Mixed programs reported significantly more strategies than other program approaches and there were no significant differences by race/culture of families served. Mixed programs led the way in finding most solutions to challenging situations and center-based programs had the fewest solutions. Differences in working with TANF and child support administrators reached significance, favoring mixed-approach programs. There were no significant differences by race/culture of families served.

0. STAFFING AND TRAINING FOR FATHER INVOLVEMENT

"Is there one person who provides leadership and day-to-day management for father involvement within your program?"

IN CHARGE OF FATHER INVOLVEMENT (N= 235)

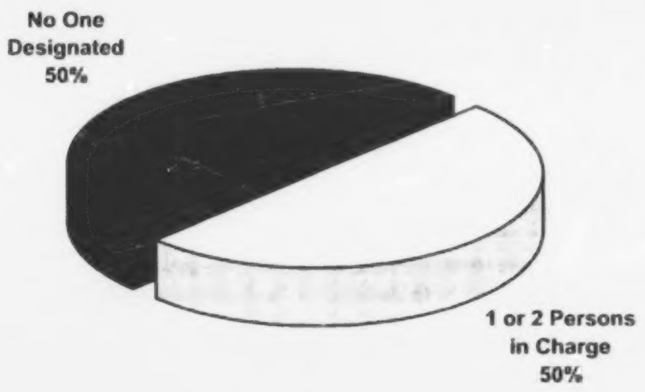

Figure 8

- Across the Early Head Start programs, slightly more than a third (35.6%) reported they have a single person who provides leadership and oversight for day-to-day management for father involvement, and, altogether, 49.8% of all programs have designated specific responsibility for father involvement, reporting that either one or two persons assume this responsibility. Of the programs that have someone in charge of the task, 56.4% have designated the task to a man and in 43.6% of the programs, the person in charge is a woman. In focus groups we heard repeatedly about the importance of male staff. (See Table 8.1, Appendix C.)

- **Stage.** Mature programs were significantly more likely to have a single person in charge of father involvement (82.4% of mature programs vs. 62.3% of mid-stage and 24.9% of early-stage programs) and to have one or two persons in charge (94.1% mature vs. 81.2% of mid- and 38.1% of early-stage programs). Thus, a hallmark of maturity appears to be that the program focuses and designates day-to-day leadership for father involvement. Finally, in 80.8% of the mature programs (vs. 80.6% of mid- and 33.3% of early-stage programs), the person in charge of father involvement was a man. Thus, perhaps a second hallmark of maturity is generally to designate the task of father involvement leadership to a man.

- **Program Approach.** There were no significant differences among home-based, center-based and mixed programs in their tendency to have a single person or to have one or two persons in charge of father involvement (56.9% of center-based; 41.3% of home-based and 53.2% of mixed programs) or to hire men in the position.

- **Race/Culture.** There was no difference by race/culture of families served in tendency to have a *single* father involvement specialist, but the difference in the tendency to have one or two persons in charge approached significance. Programs serving African American families (63.2%) and Hispanic families (60.6%) were most likely to have the father involvement job designated, vs. programs serving families of other races/cultures, who designated the job less than half of the time. Moreover, programs serving African American, Hispanic, and Native American all hired a man in over 60% of the programs, while only 40.0% of programs serving Caucasians had designated the job to a man when there was a staff person or persons hired to oversee father involvement. This finding is consistent with barriers reported by programs serving white families who were most likely to report being stalled by not finding male staff.

Integrating Father Involvement within the Overall Program

What has your program done to become "father friendly"? Has your program integrated staff working with fathers into the overall program (father-oriented staff work cooperatively with all staff on all aspects of the program)?

- While it appears to be important to have staff in charge of father involvement and to hire men in the program, it is also important to for all staff to bring the lens of father involvement to their practice. A majority, 64.0%, of programs reported they had taken steps to enable front-line staff to become open and receptive to working with fathers; however, only 35.6% of programs had integrated father-oriented staff to work cooperatively with all staff on all aspects of the program. For father involvement to be far reaching, staff need time for father involvement; only 40.6% of programs allowed staff time and resources for recruitment and outreach to fathers, and very few (13.8%) included working with fathers in performance appraisals of staff. (Table 4.1, Appendix C)

- **Stage, Approach, Race/Culture.** Predictably, a higher percentage of mature programs, followed by mid-stage programs, carried out the practices of taking steps to help front-line staff become open to working with fathers (89.9%, 75.5% and 59.3% for mature, mid- and early-stage programs, respectively); of integrating father-oriented staff to work with all staff (83.3%, 54.7% and 26.9%); and of allowing staff time to work with fathers (88.9%, 67.9% and 29.1%), although not even a majority of mature programs (44.4%, 20.8% and 8.8%) included father involvement in performance appraisals of all staff. Mixed (71.6%) and home-based (64.5%) programs were more likely than center-based (51.6%) programs to have taken steps for a majority of frontline staff to become open to working with fathers. Programs serving African American families (56.9% were more likely than programs serving other racial/ethnic groups to allow staff time and resources for recruitment and outreach to fathers (48.5% for Hispanic, 36.6% for Caucasian, 27.3% for Native American and 32.5% for mixed). There were no significant differences on other items by program model or race/ethnicity.

Staff Training

What has your program done to become "father friendly"? Has your program provided specific training for the EHS father involvement coordination or person in charge of father involvement?

- In most areas of program practices, training helps staff learn about expectations. Thus, it was instructive that only 28.8% of all programs had ensured that a father involvement coordinator had received father-specific training; however, it is important to keep in mind that not all programs had hired such a person. Only 38.1% of all the programs had provided training for all their staff on how to work with fathers, suggesting that training for involving fathers is an important need of programs. As noted elsewhere in this report, since this study was completed the Head Start Bureau has initiated training for the 21 sites funded to complete father involvement demonstrations and for approximately 100 other programs that applied for the demonstrations. (Table 4.1 and Table 8.1, Appendix C)

- **Stage, Approach, Race/Culture.** Predictably, 88.9% of mature programs provided training for the person responsible for day-to-day administration of the father involvement component, and 77.8% of these programs provided training for all staff on father involvement; more than half of mid-stage programs provided both types of training (62.3% and 60.4%, respectively) and fewer than a fifth of early-stage programs (14.3% and 27.5%, respectively) provided either type of training. Mixed-approach and home-based programs were more likely than center-based programs to train all staff to work with fathers than center-based programs, and the difference approached significance. Differences according to race/culture of families programs served were not significant.

Hiring Male Staff

What has your program done to become "father friendly"? Has your program hired male staff?

- Only 47.1% of all programs have hired male staff. However, 83.3% of mature programs have hired male staff, compared to 60.4% of mid-stage program and 40.1% of early-stage programs. (Table 4.1 and Table 8.1, Appendix C)

- There was not a significant difference according to program approach in the likelihood of hiring male staff. Programs serving a majority of Native American families were nearly twice as likely to hire male staff (81.8% vs. 55.2% for African American; 45.1% for Hispanic, 41.1% for Caucasian and 50.0% for programs serving families from a mix of racial/ethnic backgrounds).

0. RECRUITING FATHERS

"To what extent do you rely upon the following to involve fathers in the EHS program?"

Recruiting Fathers to Participate in the Program	Overall sample N = 220-240	Mature Programs N = 14-18
Recruitment Scale: Mother Recruit	2.90 (.78)	3.0 (.95)
Recruitment Scale: Male Recruit	2.13 (1.05)	3.0 (.76)
SELECTED ITEMS: Who helps recruit?	**% of Programs Relying Upon**	
Child's Mother, when a resident father	77.1%	77.7%
Child's Mother, when a nonresident father	63.5%	70.6%
Fathers Involved in the Program	38.9%	82.4%
Males in the Community	17.5%	73.3%

Table 9

- In order to determine how programs recruit fathers into the program, we asked a number of questions, querying whether they used men to involve fathers, whether they relied on resources within the program or reached out more broadly to encourage father involvement.

- We report summary scores on the Mother Recruit Scale, showing the extent to which programs rely on mothers to recruit fathers and the Male Recruit scale, showing the extent to which programs rely on men for recruitment, as well as findings related to specific items. The 2 items that pertain to relying on the mother to recruit the fathers comprised the Mother Recruit scale and the 3 items that pertain to recruitment that relies on men in various ways comprise the Male Recruit Scale. We present these findings overall, by stage, program approach, and race/culture of families served. (See Table 9.1, Appendix C.)

- We also summarize trends (items originally reported in total in Table 4.1 and Section 4) in actions programs can take to be more accessible to fathers, e.g., adapting written materials and environments for fathers; using specific strategies to schedule and invite fathers to events; and providing bilingual services when needed. We address differences in these trends by stage, program model or race/culture of families the program served.

Recruiting

- Relying on mothers to involve fathers is the most common approach used by programs, with 77.1% of programs relying to a great extent or a very great extent on mothers to engage resident fathers and 63.5% of programs relying on mothers to engage non-resident fathers. Programs did report using alternative strategies to a great or very great extent: programs relied on fathers who are involved in the program, to a great or very great extent (38.9%), male staff who know fathers in the community (17.5%), other men in the community (9.5%) and other agencies in the community (16.8%). Programs also volunteered they used *other* strategies such as employing a male home visitor, a special father's initiative, and having activities specially designed for fathers. Consistent with strategies reported, the Mother Recruit summary score at 2.9 was higher than the Male Recruit summary score at 2.13.

- **Stage.** Interestingly, there was no difference by stage in mother recruitment strategies, meaning that early-, mid- and mature-stage programs were equally likely to rely on mothers to recruit fathers. On the other hand, mature programs were significantly more likely to recruit using men in all the ways we measured, with higher Male Recruit summary scores, higher percent of mature programs relying on EHS fathers to recruit to a great or very great extent and higher percent relying on various ways to recruit fathers through community contacts. Mature programs were equally likely to rely on men to recruit as to rely on mothers, while less mature programs seem to basically rely on mothers.

- **Approach.** Mixed-approach programs were significantly more likely to recruit fathers by recruiting through mothers and by recruiting through men. That is, mixed-approach programs had highest Mother Recruit and Father Recruit Scale scores, as well as more programs reporting recruiting through mothers when the father was not in residence. Center-based programs had the lowest Mother Recruit and Male Recruit Scale scores.

- **Race/Culture.** Programs serving mostly African American families relied more than programs serving other racial/cultural groups on recruiting through mothers, with higher Mother Recruit scores. According to the program reports, African American fathers were also significantly more likely to be recruited through staff and other male contacts in the community than was true for fathers in programs serving other racial/cultural groups. Programs serving mostly white families were *least* likely to recruit relying on mothers, men, and to recruit through male community contacts.

Making Programs Accessible to Fathers

What has your program done to become "father friendly"? Has your program ensured that all mailing and printed materials include the names of the fathers as well as the mothers? Ensured that enrollment forms have a place for information on fathers? Planned the environment in the center/program to make it father-friendly? Displayed positive and diverse images of fathers on the walls and in brochures? Provided a room or space at the program facilities just for men/fathers? Scheduled group meetings and/or home visits with fathers' schedules in mind? Provided bilingual program activities for non-English speaking fathers?

- Although on average, most programs include fathers' names on enrollment forms (91.6%), only about half (49.8 %) ensure that mailing materials in general include fathers' names as well as mothers' and only 29.5% of programs send written materials to both parents, if parents don't live together. Although 63.5% of programs have adapted their environment to make it more "father friendly," only 7.3% have created a space just for men. About three quarters (70.1%) intentionally schedule meetings with fathers' schedules in mind and about a third (36.4%) provide bi-lingual services when needed, though, of course, not all programs need bilingual services for fathers. (See Table 4.1, Appendix C.)

- **Stage, Approach, Race/Culture.** Mature programs, closely followed by mid-stage programs, lead the way in all actions that encourage access, as they have led in so many other areas. Among program models, mixed-approach programs seemed to take the lead, when there was a difference by approach, in actions that make the program more accessible. Among programs serving families of different racial/cultural groups, programs serving mostly Native American families often led in the actions that encourage access. However, programs serving mostly Caucasian and Hispanic families tend to lead when it comes to reaching out to fathers using written materials.

- **Summary.** Altogether, our study shows that programs maximize father involvement if they recruit in many ways and, particularly, recruit using men, take many steps to put fathers names on materials and to include them in meetings and program events, make environments father friendly, and reach out to fathers in their own language.

0. WORKING WITH NONRESIDENT FATHERS

"What do you do to involve nonresident fathers of Early Head Start children in the program?"

Strategies to Involve Nonresident Fathers	Overall sample N = 260	Mature Programs N=18
Average Number of Practices to Involve Nonresident Fathers	3.1 (2.24)	5.1 (2.68)
SELECTED ITEMS	**% of Programs Using Strategy**	
Invite father to events, by mail.	38.8%	72.2%
Discuss the situation with the mother	63.5%	70.6%
Invite father in person	37.3%	61.1%
Invite father by telephone	32.2%	88.9%
Do nothing	8.1%	0%

Table 10

- We have already reported that a majority of programs indicate they reach out to nonresident biological fathers, (77.2%), and nonresident father figures, (57.9%). A greater proportion of mature programs reach out to nonresident fathers, as is true for mixed-approach programs. Programs serving African American families also serve a greater proportion of involved nonresident fathers than is true for programs serving other racial/cultural groups. Early Head Start programs emphasize outreach to nonresident fathers because many children in this program do not have a resident father. Programs in this study reported that fewer than half of children have resident fathers although about a quarter of children also have a nonresident father who is involved with them. Programs may also carefully help facilitate father involvement for children whose nonresident fathers are not currently involved with them. Incarcerated fathers constitute a subgroup of nonresident fathers. As we reported in Section 1, around three-quarters of programs have at least one father who is incarcerated; over 3 fathers are incarcerated per program on average across our programs. To learn what programs were doing to reach out to nonresident fathers, in general, and incarcerated fathers, specifically, we asked programs about their practices in these areas.

- To learn about what programs do to involve the nonresident fathers, program respondents could mark all the responses that applied from a list of 12 options that had been generated from earlier focus group responses. (See Table 10.1 for a full list, Appendix C.) Programs appear to start with the mother; far and away the most common practice was to discuss the situation with the mother (80.8%). A distant second was a set of ways to reach out to nonresident fathers, inviting them by mail (38.8%), in person (37.3%) or by telephone (34.2%). It is noteworthy that very few programs (only 9.2%) reported they did not involve a nonresident biological father if there is a resident father and only 8.1% reported they do not reach out to nonresident fathers in general.

- **Stage.** Mature and mid-stage programs were not significantly different from early-stage programs in their tendency to discuss the situation with the mother, but they went further in regards to invitations to fathers by phone (88.9% of mature programs), mail (72.2%); or in person (61.1%). Mature programs were also significantly more likely than other programs to hold meetings for nonresident fathers (50.0% vs. 24.5% for mid-stage and 5.0% for early-stage programs) and to invite fathers to home visits by mail (38.9% vs. 18.9% vs. 14.4%). However, mid-stage followed by mature programs were far ahead of early-stage programs in actually conducting home visits with nonresident fathers (32.1% vs. 27.8% vs. 16.6%).

- **Program Approach.** There were a few differences in outreach strategies to nonresident fathers by program approach and race, but not many. Notably, mixed-approach programs were significantly more likely to have compiled a list of nonresident fathers (about a fifth of these programs); as would be expected, home-based programs were more likely to conduct home visits with nonresident fathers (nearly a third of the home-based programs did this). Center-based programs were most likely to report they "do nothing" when it comes to outreach to nonresident fathers. However, only 13.8% of the center-based programs reported they do nothing.

- **Race/Culture.** Programs serving largely Hispanic and Caucasian families were most likely to prepare duplicate Early Head Start materials for nonresident fathers as for mothers (about a third did this), while programs serving mostly Hispanic and African American fathers were most likely to invite nonresident fathers to events by mail (about half of these programs). Interestingly, programs serving mostly white families were most likely to mail "progress notes" to the nonresident father (about a fifth of these programs). Outreach of all kinds to nonresident fathers was least common in programs serving Native American families followed by those serving a mixture of racial/cultural groups.

Reaching Out to Incarcerated Fathers

"Do you make an effort to involve incarcerated fathers?

- Working with Early Head Start fathers who are in prison is a practice that may be new to Early Head Start staff but it is not impossible. As we have noted, nearly three-quarters of Early Head Start programs have children with fathers who are in prison, some with several and a few with a large numbers of incarcerated fathers.

- We find that of programs that serve incarcerated fathers, about 10% reported they make a strong effort to work with some or many fathers who are incarcerated.

- **Stage.** Mature programs were significantly more likely to report strong efforts to involve incarcerated fathers than other programs (40.0% of mature vs. 20.0% of mid-stage vs. 4.6% of early-stage programs), despite the fact mid-stage programs had more fathers in prison on average than early stage or mature programs.

- **Approach, Race/Culture.** There were no *significant* differences by program approach or race/culture of families served in the tendency of programs to work with incarcerated fathers; however, 17.7% of mixed programs as compared to a low of 2.5% of center-based programs made a strong effort to reach out to incarcerated fathers. Additionally, nearly 18.4% of programs serving African American families made a strong effort to reach out to incarcerated fathers, while, notably, no programs serving Native American fathers reported this form of outreach.

"What do you do to involve incarcerated fathers?"

- Overall, the most common practice related to incarcerated fathers was to "do nothing" to involve incarcerated fathers (55.9%) and next, to discuss the situation with the mother (39.0%). Overt practices were fairly rare but included preparing duplicates of program materials for the fathers (completed in 7.5% of the programs with incarcerated fathers); mailing progress notes to fathers (4.8%); visiting fathers in prison (3.7%); discussing the situation with the fathers' warden (3.2%); and conducting home visits in prison (2.7%).

- **Stage.** There were some differences by stage. Mature programs were significantly more likely than others to visit the father in prison (26.7% mature vs. 8.6% of mid-stage programs vs. 0% early-stage) and to conduct home visits in prisons (13.3% mature vs. 5.7% mid-stage vs. .8% early). Mid-stage (14.3%) and mature programs (13.3%) both led early-stage programs (1.5%) in mailing progress notes to the father in prison. Interestingly, mid-stage programs (20.0%) were significantly more likely to report they send the father duplicates of program materials than early (5.3%) or mature (0%) programs.

- **Program Approach.** There were also some differences by program model. Center-based programs (75.0%) were significantly more likely than home-based (54.7%) and mixed-approach programs (48.5%) report they "do nothing" in outreach to incarcerated fathers. Only one other difference approached significance; mixed programs were more likely to mail progress reports to fathers in prison (8.8%) than home-based programs (2.7%) or center-based (0%).

- **Race/Culture.** There were no significant differences based on race/culture of families served in tendency to serve fathers in prison. However, it is noteworthy that no programs serving Native American fathers reported carrying out any of the practices to serve incarcerated fathers.

0. WORKING WITHIN THE COMMUNITY

The staff focus groups, comprised mostly of father involvement specialists from mature programs, revealed an important theme we had not anticipated. To be effective, these program representatives said programs have to "work within the village." That means that successful father involvement programs cannot exist in isolation within Early Head Start or even Head Start. Rather, these successful programs work closely with other programs promoting fathers' involvement within their communities and work together to create new and better services for fathers. The focus group participants provided examples of community-wide programs they had created, e.g., a program with local corporations to provide training and work experiences with good career opportunity for low-income men. Such a program, one father involvement coordinator stressed, would not be possible for one program working with a small group of fathers. Given the strength with which this theme came through the focus groups, we report here from questions on the survey that provide a focus on the community. Most of these items have been covered in our report already; however, here we bring the community lens to the findings.

Working with Child Support Enforcement Agencies

- The 1996 welfare reform legislation stressed enforcement of child support by noncustodial parents, generally fathers. As Early Head Start serves many children whose fathers are noncustodial, as we have already demonstrated, it is reasonable to examine the relationships that exist between Early Head Start programs and child support enforcement agencies within communities. We asked several questions that have relevance to child support enforcement.

- The most general of these questions focused on involving the father in the program in spite of child support issues was, ***"Has your program worked through any of these situations and involved the father, when the father is not paying his share of child support."*** (See Table 7.1.) Only 28.8% of the programs said they had success under this condition; however, 85.7% of mature programs had successfully worked this situation through, demonstrating that it is possible for Early Head Start programs to involve the father, even when he is so estranged from the family he is not paying child support. Mixed-approach programs were also significantly more likely to have success with this challenge.

- The foregoing is consistent with program responses to the questions, ***"To what extent does ... (a) to involve fathers in financial child support or (b) to involve fathers to help nonresident dads stay in contact with their children and provide child support...reflect your program's purpose for father involvement activities?"*** (Table 3.2.) about program purposes. Mature programs were most likely to include involving fathers in financial child support among their purposes (72.3% of mature vs. 27.9% of all programs) and to aim to help nonresident fathers stay in contact with their children and provide child support (68.8% of mature programs vs. 27.1% of all programs).

- Another question focused on the extent to which programs worked cooperatively with child support agencies to involve the father, "***To what extent have you relied on... working with child support officials... to involve the father in the Early Head Start program when there are conflicts with respect to father roles and involvement?"*** (Table 7.1.) Only 11.4% of the programs reported they work with child support agencies to engage the father into Early Head Start. However, 27.8% of mature programs worked cooperatively with child support agencies as part of a strategy to engage fathers, and 15.1% of mixed approach programs did so as well. In both cases, the differences between these programs and their counterparts were significant.

- A more general question focuses on whether the program has a relationship with child support at all, among the many community collaborators Early Head Start programs has community partnerships with. We asked, ***"What has your program done to become father friendly? Have you developed a relationship with local child support enforcement?"*** (Table 4.1.) Only 32.6% of all programs report having such a relationship, although 50.0% of mature programs report a relationship with their local child support enforcement agency, significantly more than for their counterparts. Since this study was completed, the federal Head Start Bureau and the Office of Child Support Enforcement have collaboratively funded 21 Early Head Start programs to conduct fatherhood demonstration programs that emphasize, among other things, a working relationship between Early Head Start and child support enforcement.

Working with TANF Administrators

- In other Early Head Start studies (ACYF 1999), we have learned that from a third to nearly a half of Early Head Start parents are receiving cash assistance when they begin the program. Thus, it is reasonable to propose that Early Head Start programs would have relationships with Temporary Assistance for Needy Families (TANF) administrators in their communities.

- We asked, first, the question that is more focused on the families, ***"Has your program successfully worked through any of these situations and involved the father...when the mother does not want to identify the father for fear of losing TANF subsidies?"*** (Table 7.1.) Only 29.6% of programs said they had worked through this challenge; however, 75.0% of mature programs had done so.

- A more specific question focused on community relationships with TANF administrators as a way to engage fathers, ***"To what extent have you relied upon...working with TANF administrators...to involve the father in the EHS programs when there are conflicts with respect to father roles an program involvement?"*** (Table 7.1.) Only 13.3% of programs said they had resolved such a challenge; however, 38.9% of mature programs had done so.

General Collaborations and Referrals for Fathers within the Community

- We asked a number of questions that focus on how programs view their mission for father involvement in light of community relationships and collaborations.

- To the question, ***"To what extent does…to be recognized in the community as a good resource for fathers…reflect your program's purpose for father involvement?"*** (Table 3.2.) About half of all programs (46.5%) reported this was among their program's purposes; however, 93.8% of mature programs aimed to be regarded as a good resource for fathers within their communities.

- Other questions focused on the extent to which programs referred fathers to other program services within the community. To the question set ***"What has your program done to become father friendly? Have you referred fathers to other agencies?"*** (Table 4.1.) 71.3% of programs reported they refer fathers to other agencies in the community. Mature programs were somewhat and significantly more likely than other programs to refer fathers (88.9%). Mixed approach (75.8%) and home-based (76.3%) programs were also significantly more likely to refer fathers to services in the community than center-based programs (59.4%).

- To the question focused on relying on the community to engage fathers when there is family conflict, ***"To what extent have you relied upon…referring the father to another agency (outside of EHS) and coordinate efforts with that agency…when there are conflicts with respect to father roles and program involvement?"*** (Table 7.1) only 15.1% of programs overall and 33.3% of mature programs responded affirmatively that they had worked with community agencies under such circumstances.

- Some programs operate "within the community" by relying on community sources to help recruit fathers for Early Head Start program involvement. We asked, "***To what extent do you rely upon the… (a) male staff who know fathers in the community; (b) other men in the community; and (c) other agencies within the community…to involve fathers in the Early Head Start program?"*** (Table 9.1.) In general, relying on the community for help in recruitment is fairly rare; 17.5% of all programs rely on male staff community contacts; 9.5% rely on other men in the community to help; and 16.8% rely on other agencies in the community to help recruit. Mature programs turned to the community more often; 73.3% rely on community contacts; 33.4% on other men in the community and 41.1% on other agencies for support in recruitment, all significantly higher than for early- and mid-stage programs. Interestingly, programs serving mostly African American, Hispanic and Native American families relied upon the community to a significantly greater extent than those serving families who were predominantly white or a mixture of races and cultures. Thus, the programs relying upon community appear to be building capital in their communities and may be able to grow father involvement more rapidly than is true for those less involved in community contacts. It is also possible that it is easier to turn to the community for support in homogenous racial/cultural communities where there are shared goals for families among service providers.

12. A PROGRAM THAT IS AS MUCH FOR FATHERS

In focus groups we learned that programs sometimes thought they had reached their goal for father involvement when people regarded their program "as much for fathers as for mothers." Such a view, they told us, was often a long time coming and when achieved, represented many, many other father involvement steps that had taken place. We asked several questions that seem to illuminate this view of the program and, again, analyzed for program maturity, approach and race/culture of the families involved.

"To what extent has your program...created an image that makes it clear the program is designed for fathers as well as the mothers and babies?"

PROGRAM HAS CREATED AN IMAGE IT IS AS MUCH FOR FATHERS (N= 260)

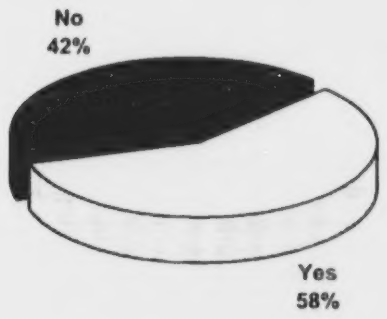

Figure 12

- Over half, 57.9% of all programs reported they had developed such an image. Nearly all mature programs reported they had developed such an image (94.4%), while 52.7% of early-stage and 67.9% mid-stage had reached this milestone in father involvement programming. Moreover, mature programs reported that achieving this goal was one of their programs' greatest successes when it came to father involvement, in response to a query to identify the two greatest successes of possible program activities. Differences by race/culture of families served were not significant. The difference by program approach neared significance; both mixed-approach and center-based programs were more likely to report their program was "as much for fathers" than home-based programs. (See Table 4.1, Appendix C.)

- We have already reported on another question that might be considered to explore the extent to which the father involvement had penetrated throughout program practices. We found that only 35.6% of all programs had integrated staff working with fathers into overall staff practices; however, 83.3% of mature programs had done so, vs.

26.9% of early-stage and 54.7% of mid-stage programs. There were no differences by program model or race/culture of families served.

- Finally, another question may help us get at the question from another angle. We asked, "What has your program done…recruit fathers who completed the program to work as mentors, recruiters and group facilitators." Completing this activity aims at synergy by keeping the cycle going and building the pool of fathers who've been involved in the program to influence new fathers. Only 22.3% of all programs are able to build in this way; however, 61.1% of mature programs and 41.5% of mid-stage and 13.7% of early-stage programs reported so doing. (See Table 4.1, Appendix C.) There were no differences by program approach or race/culture of families served. Recruiting fathers who completed the program to work as mentors, recruiters and group facilitators was a second item that mature programs named as their "most important success" in building their father involvement program.

- Thus, when mature programs take stock of the successes that are most important to them, they identify the types of actions that are most related to synergies of the program, developing a program image that the program is as much for fathers as for mothers, moving father involvement throughout program practices and having an "infrastructure" of former fathers that helps them perpetuate the program.

Recommendations for Father Involvement in Early Head Start Programs

Early Head Start program responses to the survey (and focus groups) provided important information that can be used to more effectively involve fathers in programs in the future. Practices of mature programs point the way to greater father involvement in programs. In this section, we present recommendations based on the findings in the study.

DEVELOPING A FATHER INVOLVEMENT PROGRAM

Many lessons were learned from the survey about the ingredients for success in father involvement programs. Many of the lessons have been learned from mature program that have worked through some of the "bugs" of father involvement; others come from considering lessons from programs serving differing racial/cultural groups of fathers and still others can be gleaned by studying the patterns of father involvement from programs of different approaches.

Recommendations for programs include:

0. **Identify purposes for a father involvement program. Identify multiple goals for fathers.** The study found that programs leading the way had a broad range purposes that they considered important aims for a father involvement program. In addition to focusing on increasing fathers' involvement with children, these programs were more likely to have program goals focused on the father's personal developments and on the father-mother relationship and on the leadership role of the program in the community than was true for other programs.

0. **Think about the case management needs of fathers as well as of the mothers and babies. Conduct needs assessments and make referrals for fathers.** Programs leading the way identified case management goals for fathers and they took steps to make the goals a reality. For example, they were more likely to conduct needs assessments with fathers and to make referrals of fathers to community services.

0. **Hire a father involvement coordinator**. Mature programs nearly all had designated the responsibility of day-to-day management of father

involvement to an individual or, in some cases, two individuals. The findings suggest that it is difficult to carry out a father involvement component without a person who takes ownership for developing this component.

0. **Hire men as program staff.** Both the survey and focus groups underscored the value of having men on staff. Mature programs often, but not always, hired a man for the role of father involvement coordinator but they nearly all had hired men in some capacities within the programs. Focus group participants stressed the value of men for recruiting male involvement in the program and for creating an impression that the program was for men as well as women and children.

0. **Train the father involvement coordinator**. Successful implementation of a father involvement component is complex. Fortunately, training approaches have been developed for training staff to maximize the investment. Mature programs had nearly all provided training for their father involvement leadership while fewer other programs had done so.

0. **Train all staff to work with fathers.** Most staff have not had the training they need to work with fathers. Every staff person can benefit from hearing about the best approaches for involving fathers. Many situations involving fathers are quite complex and staff can benefit from strategic planning and skills can be developed through training.

0. **Identify and work through barriers and challenging situations.** It is possible to involve many fathers despite barriers. The study showed that the majority of programs leading the way are able to involve fathers despite many challenging situations that might otherwise present insurmountable barriers. A first step is to identify the barriers and challenges. Some barriers seem to become even more apparent as programs mature, but awareness is the first step. The next step is to recognize that many barriers are surmountable. Program personnel can learn from the many strategies that mature programs employed and will develop their own strategies through awareness, problem solving and determination. Other barriers may require a concerted community approach and require a long-term effort on the part of the program.

0. **Work with nonresident as well as resident fathers.** Mature programs successfully involved the majority of resident fathers but they also implemented many strategies for involving nonresident fathers. Such strategies may require considerable planning and problem solving. Mature programs had also identified some creative ways of working with incarcerated fathers.

0. **Recruit fathers in many ways, though men as well as mothers.** A key finding in the study is that mature programs recruit very differently from other programs. They recruit through men and mothers, while other programs tend to recruit fathers through mothers. Relying on men to attract men may be a critical reason why the mature programs operate at a much higher level of father involvement than other programs. These programs

recruited through men on many levels—they hired men; used fathers involved in the program to attract other fathers; called upon fathers who had formerly been involved in the program to recruit; and worked in the community to recruit.

0. **Work within the community.** Form collaborations with child support and TANF administrators and many other community collaborators. Mature programs appear to be highly engaged in community-wide efforts on behalf of fathers. It may take community-wide work to implement the father-focused social services that programs require for referrals. It may take a coordinated effort to recruit fathers across programs and within a single community. Our findings support a view that fathers get involved when other fathers like them are involved and critical mass for father involvement may require a community effort.

0. **Conduct many activities to become father friendly**, from inviting fathers to events in multiple ways and including fathers' names on all materials to making the environment father friendly. We learned about 26 different types of activities that are possible under the umbrella of father involvement. There are probably many more possible. The average program had only offered about half of the ones we queried although mature programs were carrying out nearly all of them. There is a very wide range of possibilities for father-friendly activities once a program brings the father lens to all the work that it does.

0. **Form a program image that demonstrates the program is as much for fathers as for mothers and children.** Mature programs indicated they had reached a critical watermark by creating an image their program was as much for fathers as mothers and children. It likely takes some time and considerable effort to be able to send such a message to the fathers. Mature programs indicated this was one of the most important changes they had made and that this image successfully opened the door to higher levels of father involvement.

0. **Recognize that different cultural groups will have different ways to reach out to and include fathers.** If the program serves African American families, recognize that similar programs have had success involving fathers in support groups, sports leagues and in father-child activities; if the program serves Hispanic families, recognize that similar programs have had successes involving fathers in whole family events and literacy and employment activities; if the program serves Caucasian families, recognize that similar programs have had successes involving fathers in home visits and group socializations but address the challenge of hiring men and a male father involvement coordinator. If the program serves Native Americans, recognize that similar groups have had successes involving fathers in all aspects of the program especially leadership positions, but also develop new programs to reach out to nonresident fathers. If the program serves mixed racial groups, recognize that father involvement will be more challenging for your program and attempt to reach out to fathers through cultural subgroup channels building towards more pluralistic involvement.

0. **Capitalize on strengths of the program model and compensate for features not inherent in the model.** If the program is center-based, plan for intentional father involvement in ways that are consistent with the program model. Fathers drop off and pick up their children for child care and such activities offer an opportunity for engaging the fathers. Provide case-management services for fathers as well as mothers and children. Consider fathers when planning the environment. If the program is home-based, build on tendencies of fathers to show interest in home visits; schedule home visits when fathers are home; encourage fathers to participate in group socializations and other group activities and provide case-management for fathers. If the program is a mixed-approach program, consider alternative ways of involving fathers in all program services, not just for those in center-based or home-based services.

0. **Recognize the developmental nature of father involvement.** Early-stage programs should follow the example of mature programs, but also recognize and appreciate the developmental aspects of father involvement. It takes time to build a father involvement component; with time, however, high levels of father involvement are possible.

Early Head Start programs have made tremendous strides in the area of father involvement. Continued growth is expected as programs build on the lessons learned from the current study, from their own natural desire to improve program practices and from lessons of the 21 Early Head Start Fatherhood Demonstration sites, a study that is following the current study. Mature programs provide a model of exemplary practices and lead the way for all Early Head Start Programs.

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Appendix A

Survey of Father Involvement in Early Head Start Programs Can be found in Father Involvement Survey.

Appendix B

Issues and Opportunities in Involving Fathers in Early Head Start Program

Issues and Opportunities in Involving Fathers in Early Head Start Programs

Focus Groups at the Annual Zero to Three Conference, Washington, D.C., January 12-13, 2000

Issue or Opportunity	Sample Quote	Suggested Solution(s)	Sample Quote
Father attitudes and beliefs as a barrier to involvement —Lack of trust in value of EHS —Fathers more willing to be involved with sons than daughters (?) —Younger dads more willing to be involved at the outset	**"I think men are, I think far more skeptical than women, that's my input to that." (EHS1, p. 2)** "That's the beauty of EHS, when you're…really very close to the beginning, so the chances of a dad being there, are much, much greater than when you get to the Head Start level, and by then they will quit and nobody knows." (HS5, p. 19)	—Build trust, take time, be persistent —Involve dads in "more traditional male roles," e.g., Policy Council, leadership roles —Develop collaborative relationships with community (e.g., hospitals) to get dads in early **—Seize informal opportunities (e.g., bus driver) to relate to dads** —Have involved dads bring in other dads —Don't single anyone out as having a special problem	"We have a couple of dads that are the primary care giver and they come to our playtimes…and it's just amazing how they interact with their children and show the mothers, and the mothers will go home and bring, their significant other." (EHS5, p. 17) "(it's) that trust building…we've been there 20 years and the community…it's word of mouth." (EHS6, p. 17)

Issue or Opportunity	**Sample Quote**	**Suggested Solution(s)**	**Sample Quote**
Cultural expectations mitigate against involvement —Cultural role definitions (e.g., Hispanic) exclude fathers from involvement in child's education		—Work with Hispanic community on importance of father in education	
Staff attitudes and EHS environment as a barrier: —staff are all female —staff have their own issues about men —mind set is toward women —idea that father involvement is a special program, don't need to modify the whole program —Staff in different programs feel isolated in dealing with father issues	"men kind of feel intimidated being in the center…part of that is our fault, being among women, not always sensitive to what the men want and what makes them feel comfortable" (EHS5, p. 6)	—Have more staff training on father involvement issues —Have dad/child pictures, men featured in promotional materials —Ensure father involvement in all parts of program, e.g., health services, etc. —Disseminate research results quickly —Offer whole-family socializations —Offer sports related events —Relate to dads in ways that fit their cognitive style; i.e., concrete activities, actions rather than words	**"The teachers will tell (us) if they see issues with those families and we'll come up with creative things that they can do so that the fathers won't think that they're being picked on, we'll have them all do them." (EHS5, p.25)** "It's really important that we have somebody…to help them find their place and…speak to them in a way that they'll understand. Ah, their learning style. A lot of guys like to do activities...whereas a woman…maybe she likes to sit there and talk." (EHS6, p. 23)
Mothers as gatekeeper —Mom resents dads "horning	"there are often times I will talk to mom and mom will	—Work with mothers to educate about importance of	"When it comes to the child's needs, mom always want to do

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in" on "their" territory —Mom and dad have conflictual relationship —Moms have pain over experiences with their own fathers	say…that she's either angry or she'll answer for husband and say, oh, he's not interested in coming. Or, I'm mad at him right now and I would rather he not come." (EHS5, p. 7)	having father in their child's life **—Have community resources to help work on couple issues** —Call dads directly, don't go through mom	what's best for their babies…I understand that you're angry and you don't want him here, but it might be more helpful if he's here with the meeting with you so he can know what's going on…" (EHS5, p. 9)
Father schedule, logistics are difficult	"(Our challenge is) trying to find a time that will fit into all	Provide flexibility for staff, arrange visits when father can	"If you wait for a dad to go home and expect him to come

Issue or Opportunity	Sample Quote	Suggested Solution(s)	Sample Quote
	the fathers' schedules, or males that are involved." (EHS5, p. 12)	be there	back to a meeting in the evening, you're not going to get him…If you catch him on his way home, and you give him something to eat, he's going to come to the meeting." (EHS5, p. 24)
Teen parents as special issues: —Teen mom has anger toward dad —Grandparents are legal guardians (some states), don't want father involved —Teen mom has no concept	"…they're 14, 15 years old, so they still live at home, so grandma and grandpa are there, and…(they) don't want him up there, they don't want him doing anything, so that's a real big dilemma with that."	—Work with mom on anger —Work with grandmother on appropriate roles to encourage teens to take over parenting roles —Empower teen to take parenting roles from	"I say (to grandma), I'm here for you…I say…she still likes him and as long as she does, she's going to bring him up here sometimes,…and maybe if he wants to take the kids, we can't stop him." (EHS5, p. 16)

of father's right to his child —Teen dads have no concept of being a "parent"	(EHS5, p. 16) "Our biggest challenge is getting the teen fathers that we do have involved, the language of being a parent. They don't consider themselves as parents. So when we do workshops or training and we say "parent," (they say) you didn't say fathers, I wasn't invited (EHS6, p. 5)	grandparents —Encourage teen mom to file for joint custody —Provide parenting classes in high schools	
Legal Issues: —Restraining orders against dad	"we've had a situation where the father took the baby,…and the mom…calls the	—Program policies on pick-up, etc. of child —Supervised visitations for	"It's really incumbent upon us, that if there is violence and there's a restraining order, that

Issue or Opportunity	Sample Quote	Suggested Solution(s)	Sample Quote
—Child support enforcement creates hostility, creates demand for dads to see their children —Illegal immigrants reluctant to "surface" at the program	cops, the cop says, he's the biological father, he has just as much right to the baby as you do…so we walked her through the process of filing for…joint custodial care" (EHS6, p. 14)	dad at Center —Develop long-term trust over time with immigrant community	We know that fact…So giving everybody the legal set of procedures, it probably makes things a little easier for the staff, at least they know what they're facing" (EHS6, p. 11)
Domestic violence —How to advocate for mother without appearing to "take sides"	"we've done internal visits…But also (it's hard) not using it as a control leverage (for him) because that's where	—Provide supervised visits for dads at the center —Be hones with dads about staff obligations, build trust	"sometimes they come on their lunch breaks and then sometimes they might take an hour like before, like in the

—How to keep trust of dad when staff are mandated reporters —How to assess home situation to determine risks	stuff (violence) comes from…Not trying to appear to mom that we're, you know, siding up with him as well, so it's a real fine line to walk" (EHS6, p. 12)		morning and come and spend that hour in the classroom…because they are in a situation with the mom, they'll come and spend an hour (here)" (EHS5, p.21) "We are all mandated reporters…part of that trust is being up front and open from the beginning and establishing, we're not going to keep anything from you. I'm going to let you know things up front." (EHS9, p. 19)
Confusion about outcomes of father involvement: —Is purpose purely to involve	"Even like my husband…I'm like, okay, you're a man, and you love, you know, you love	Clarify value of father involvement to child development	"There's a lot to be gained from staff people. I think a lot of teachers…especially if you

Issue or Opportunity	Sample Quote	Suggested Solution(s)	Sample Quote
Dad in EHS? —Is purpose to involve dad with child? —What is outcome of involving dad with child?	our kid, and he just wasn't any help, because he felt like he did everything with our kids in our home and he did everything we wanted fathers to do at home, but he wouldn't go to school." (EHS5, p. 22)		talk about how the love of the father and how it augments or accelerates learning, hey man, what more do you want?" (EHS4, p. 17)
Hiring men as staff in EHS —Issues with finding	"I think my biggest challenge is that we be able to keep (3	Place fathers in visible child nurturing roles in Center	"They have a male role model at the center, and…I mean he

qualified staff —EHS salaries too low to attract —Need men who are obvious role models (i.e., young, past Head Start dads) —Need to clarify roles of male staff	young male staff). And help them grow, help them make plans… "I see conflicting roles with the parent involvement and the male involvement and…who answers to who…does the male only deal with the males?" (EHS6, p. 24)		picks up everybody and hugs them and he's just wonderful, and I would say more than half of the class…don't have a dad at home."
For non-resident dads: —How to involve biological dad —Dads are sporadic in the home —How to involve social dad (e.g., boyfriend, grandfather, uncle) —Rural dads may be forced to	"A father…is almost a non person…because the system is about…you can't be living in that housing, you cannot show your face…they're in and they're out, jump from one house to the next, fathered two or three children, and now they don't feel that they're	—Mail materials to both addresses, to contact non-res. Dad —Help moms realize value of establishing paternity	"just keep sending out those mailers, and hopefully they'll come through the door. Or…hopefully he'll see her in school and say something. We've had a mother say, he spoke to me today in the hallway. He asked if he could see the baby." (EHS6, p. 10)

Issue or Opportunity	**Sample Quote**	**Suggested Solution(s)**	**Sample Quote**
Go to urban centers where they can get jobs —Involvement complicated when there's more than one mom and child	recognized. Just a non person basically. And that's how they feel,…that's why they don't care" (EHS4, p. 18)		
Incarcerated dads: —How to keep them involved	"the challenge we have had is that we've been trying	—Staff home visits in prison —Provide parenting classes,	"We have fathers that are incarcerated and our home

Issue or Opportunity	Sample Quote	Suggested Solution(s)	Sample Quote
during jail term —How to prepare for re-entry in family and community —Dealing with hostility and anger of incarcerated dads —Incarcerated dads may have back child support that accumulated from their time in prison	to…submit grants and they get turned down…reviewers say things like, incarcerated men aren't fathers" (EHS4, p. 5) "Another thing with men who are incarcerated is, they have a lot of hostility, that's not separated from the normal person on the street…you have to be able to, in a group setting, be able to deal with those issues" (EHS4, p. 18) "I was amazed at how the prison also did not think of the men as fathers. When I asked them, what percentage, how many of your inmates are fathers, he didn't know" (EHS4, p. 13) "To be hones with you, I was	identify dev. Characteristics of child at release time —Provide funding to support mom and child visits to prison —Encourage mom to write to dad —Provide a range of coordinated resources to help dad re-connect —Provide anger management programs —Use men who were incarcerated as leaders	visitor went up and visited the father, in prison. And asked the mom if it was okay, if she sent progress notes to the dad, to let him know how the baby was progressing, copies of the ASQ, pictures…" (EHS6, p. 7) "…if you were in prison when this child was 2 years old, and now the child is 6 years old, it's going to be a different ballgame. So that man needs to be focused, what kind of a child is a six year old like…" (EHS4, p. 13)

	scared spitless…that first time…(but) these men were so interested as to what was happening with their kids…I think it's forgotten sometimes that they're still people. And they're dads" (EHS4, p. 15)		

Need for community-wide collaboration—village approach —Need to utilize wide variety of community resources —Need to advocate for other agencies to change expectations about fathers —Lack of awareness by other agencies of potential use of EHS —EHS as a child development program may not be focusing on, such services such as these, e.g. employment and other agencies may complement —EHS may too often operate in a vacuum —Other agencies may not be carrying out father initiatives	"I did get to have a conversation with the director of the (domestic violence shelter), and she was wondering why we were there…then a couple of weeks later…we got a referral (from state protection service). They're back in our program…DCFS has no clue why weren't seeing her, there's just a lot of confusion, a lot of double stories." (EHS6, p. 26)	—Interagency education, training —Advocate on behalf of dads for change in service system —EHS as having a leadership role in male involvement —Broker and bring in experts from variety of resources	"There are resources in our community and I think the first step we take is to make them aware of the resources that are available to them" (EHS6, p. 25) "When I say advocacy, I'm saying that we need to be the ones, as the program in our community, to really step out and make sure that people know that this program is a leader in involving males in the lives of their children" EHS6, p. 34)

Appendix C

Findings in Tabular Form

Table i.1

Scale Psychometrics

	Number of Items	Item Mean	Minimum and Maximum	Scale Mean	Scale SD	Standardized Item Alpha
Q9 Father Uptake Scale	23	1.44	.50-2.72	33.03	12.86	.90
Q9 Father-Focused Activities Uptake Scale: Fatherhood Factors	7	.63	.50-.81	4.43	6.03	.92
Q10 Barriers Scale	20	2.16	1.29-3.37	46.26	9.40	.84
Q10 Barriers Scale: Fatherhood Factors	11	3.21	1.69-3.19	25.43	6.61	.84
Q10 Barriers Scale: Program Factors	9	1.99	1.30-3.31	17.92	4.98	.76
Q15: Recruitment: Father Recruit	4	2.39	1.89-3.06	9.26	3.62	.80
Q15: Recruitment: Mother Recruit	2	With only 2 items in this scale, psychometric properties were not computed.				
Q16 Overcoming Challenging Situations Scale	9	1.99	1.85-2.07	17.94	4.51	.85
Q17 Challenging Situations Strategies Scale	7	2.20	1.44-3.34	15.40	4.99	.78
Q19 Goals Scale	12	3.59	2.49-2.47	43.07	10.20	.91
Q20 Father-Friendly Activities Scale	26	Items were binary.		13.4	5.2	No alpha computed.

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Table 1

Characteristics of Fathers in Early Head Start Programs

	Number of Children Served in EHS Programs	Percent of Children with Resident Fathers	**Percent of Children with Involved Nonresident Fathers**	Percent of Programs Serving Children who have Incarcerated Fathers	Average Number of Children with Incarcerated Fathers Across All Programs	Percent of Children with Custodial Father (Father is Primary Caregiver)
All Programs n = 255-261	Average = 75.4	44.6%	24.9%	73.7%	3.6	1.2%
Program Type						
Center-Based n 65	66.1	***39.4**	****31.6**	****61.5%**	4.0	***.6**
Home-Based n =93	74.1	**48.8**	**18.9**	**83.3%**	3.2	**1.8**
Mixed n = 93-95	80.0	**43.7**	**26.3**	**73.9%**	3.9	**.9**
Race/Ethnicity						
African American/ n = 58	69.6	*****30.0%**	*****37.3%**	**67.9%**	4.4	.5%
Hispanic n = 31	99.1	**56.9%**	**24.4%**	**69.7%**	3.5	1.6%
White n =112	72.5	**48.1%**	**20.1%**	**76.8%**	3.6	1.5%
Native American n =11	52.0	**47.4%**	**15.8%**	**80.0%**	1.6	1.2%
Mixture of Racial Groups n = 39	84.3	**46.2%**	**25.6%**	**76.9%**	3.6	1.1%
Teen Parents						
Teen Parents (Less than 25%) n = 178	73.3	****47.2**	24.2	71.9%	****3.2**	***1.2**
Teen Parents (26-50%) n = 44	85.8	**41.4**	24.1	77.3%	**5.6**	**1.9**
Teen Parents (>51%) n = 27	75.6	**32.6**	31.7	77.8%	**3.5**	**.2**
Rural-Urban						
Rural n = 181	72.2	***46.6%**	*****21.5%**	70.7%	3.7	1.3%

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Urban n = 75	82.9	**39.3%**	**34.1%**	81.1%	3.6	.8%
Program Level						
Early Stage n = 178	***68.5**	44.2%	**** 23.0**	74.2%	3.5	1.3
Mid Stage n = 53	**91.7**	46.4%	**26.1**	68.6%	5.6	1.0
Mature n=17-18	**105.1**	36.2%	**41.0**	83.3%	3.7	.7

(0) = p < .1 in comparing subgroups. Subgroups are aligned vertically. Signs denote a significant overall F score or Chi Square showing that there is a significant difference within the groups or as a function of the factor. Significant differences are in bold. Pairwise differences between cells or means are not reported in this table.

* = p≤ 05

** = p ≤ .01

*** = p ≤ .001

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Table 2.1

Characteristics of Programs Serving EHS Fathers by Stage

	Total Sample	**Early-Stage Programs (Levels 1 & 2)**	Mid-Stage Programs (Level 3)	Mature Programs (Levels 4 & 5)
Overall	236-261	**182/253** **72%**	53/253 21%	18/253 7%
		Wave		
Wave I	37 14.9%	**(1)20** **12.0%**	**10** **20.4%**	**5** **35.7%**
Wave II	40 17.0%	**25** **15.0%**	**11** **22.4%**	**3** **21.4%**
Wave III	17 7.2%	**8** **4.8%**	**5** **10.2%**	**2** **14.3%**
Wave IV	57 24.3%	**46** **27.5%**	**9** **18.4%**	**2** **14.3%**
Wave V	85 36.2%	**68** **40.7%**	**14** **28.6%**	**2** **14.3%**
Total for Stage	236 (230 total by stage)	**167** **100.0% of early-stage**	**49** **100% of mid-stage**	**14** **100% of mature**
		Program Approach		
Center-based	65 25.7%	45 25.6%	14 26.9%	3 17.6%
Home-based	93 36.8%	67 38.1%	19 36.5%	5 29.4%
Mixed (combination and locally designed)	95 37.5%	64 36.3%	19 36.5%	9 52.9%
Total for Stage	253 (245)	176 100% of early-stage	52 100% of mid-stage	17 100% of mature
		Race/Culture of Families Served if > 50%		
Majority African American/Black	58 22.7%	**(1) 35** **19.8%**	**15** **28.3%**	**8** **44.4%**

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Majority Hispanic	33 12.6%	**22 12.4%**	**8 15.1%**	**2 11.1%**
Majority White/Caucasian	113 44.3%	**84 47.5%**	**24 45.3%**	**2 11.1%**
Majority Native American	11 4.3%	**7 4.0%**	**1 1.9%**	**2 11.1%**
Mixed	40 15.3%	**29 16.4%**	**5 9.4%**	**4 22.2%**
	Total Sample	**Early-Stage Programs (Levels 1 & 2)**	Mid-Stage Programs (Level 3)	Mature Programs (Levels 4 & 5)
Total for Stage	255 (248)	**177 100% of early-stage**	**53 100% of mid-stage**	**18 100% of mature**
Rural-Urban				
Rural	184 70.5%	130 71.4%	37 69.8%	10 55.5%
Urban	77 29.5%	52 28.6%	16 30.2%	8 44.4%
Total for Stage	261(253)	182 100% of early-stage	53 100% of mid-stage	18 100% of mature
Teen Parents				
25% or Fewer Teen Parents	181 71.5%	***132 75.0%**	**34 66.7%**	**8 44.4%**
26-50% Teen Parents	44 17.4%	**29 16.5%**	**9 17.6%**	**5 27.8%**
51-100% Teen Parents	28 11.1%	**15 8.5%**	**8 15.7%**	**5 27.8%**
Total for Stage	253(245)	**176 100% of early-stage**	**51 100% of mid-stage**	**18 100% of mature**
Program Size				
Average Number of Children Served	75.4	****68.5**	91.7	**105.1**

(0) = $p \leq .10$
* = $p \leq .05$

** = $p \leq .01$
*** = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question. Not all programs could be classified by stage.

Table 2.2

Characteristics of Programs by Program Approach

	Total Sample	**Center Based Programs**	Home-Based Programs	Mixed-Approach Programs
Overall	236-261	**65** **25.7%**	93 36.8%	95 37.5%
Wave				
Wave I	37 14.9%	6 10.2%	14 16.7%	16 18.8%
Wave II	40 17.0%	9 15.3%	17 20.2%	14 16.5%
Wave III	17 7.2%	10.2 4.8%	3 3.6%	8 9.4%
Wave IV	57 24 3%	19 32.2%	23 27.4%	12 14.1%
Wave V	85 36.2%	19 32.2%	27 32.1%	35 41.2%
Race/Culture of Families Served if > 50%				
Majority African American/Black	58 22.7%	**22**** **34.9%**	**11** **12.1%**	**22** **23.7%**
Majority Hispanic	33 12.6%	**9** **14.3%**	**9** **9.9%**	**15** **16.1%**
Majority White/Caucasian	113 44.3%	**19** **30.2%**	**56** **61.5%**	**34** **36.6%**
Majority Native American	11 4.3%	**5** **7.9%**	**3** **3.3%**	**3** **3.2%**
Mixed	40 15.3%	**8** **12.7%**	**12** **13.2%**	**19** **20.4%**
Rural-Urban				
Rural	184 70.5%	44 67.7%	68 73.1%	65 68.4%

Urban	77 29.5%	21 32.3%	25 26.9%	30 39.5%
Teen Parents				
25% or Fewer Teen Parents	181 71.5%	***46** **71.9%**	**65** **73.0%**	**63** **68.5%**
26-50% Teen Parents	44 17.4%	**10** **15.6%**	**21** **23.6%**	**13** **14.1%**
51-100% Teen Parents	28 11.1%	**8** **12.5%**	**3** **3.4%**	**16** **17.4%**
Program Size				
Average Number of Children Served	75.4	66.1	74.1	80.0

(0) = $p \leq .10$
* = $p \leq .05$
** = $p \leq .01$
*** = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question. Not all programs could be classified by stage.

Table 2.3

Characteristics of Programs by Race/Ethnicity ≥ 50% of Parent Population

	Total Sample	African American	Hispanic	White	Native American	Mixed
Overall	255-261	58 22.7%	33 12.9%	113 44.3%	11 4.3%	40 15.3%
Wave						
Wave I	37 14.9%	12 21.8%	5 17.2%	15 15.0%	2 18.2%	3 8.3%
Wave II	40 17.0%	8 14.5%	7 24.1%	18 18.0%	1 9.1%	6 16.7%
Wave III	17 7.2%	4 7.3%	1 3.4%	7 7.0%	2 18.2%	3 8.3%
Wave IV	57 24.3%	12 21.8%	7 24.1%	24 24.0%	1 9.1%	13 36.1%
Wave V	85 36.2%	19 34.5%	9 31.0%	36 36.0%	5 45.5%	11 30.6%
Program Approach						
Center Based	58 22.7%	22** 40.0%	9 27.3%	19 17.4%	5 45.5%	8 20.5%
Home Based	33 12.6%	11 20.0%	9 27.3%	56 51.4%	3 27.3%	12 30.8%
Mixed-Approach	113 44.3%	22 40.0%	15 45.5%	34 31.2%	3 27.3%	19 48.7%
Rural-Urban						
Rural	184 70.5%	27** 46.6%	19 57.6%	100 88.5%	10 90.9%	25 62.5%
Urban	77 29.5%	31 53.4%	14 42.4%	13 11.5%	1 9.1%	15 13.8%

Teen Parents						
25% or Fewer Teen Parents	181 71.5%	39 68.4%	20 62.5%	82 73.9%	10 90.9%	27 71.1%
26-50% Teen Parents	44 17.4%	9 15.8%	5 15.6%	21 18.9%	1 9.1%	7 18.4%
51-100% Teen Parents	28 11.1%	9 15.8%	7 21.9%	8 7.2%	0	4 10.5%
Program Size						
Average Number of Children Served	75.4	69.6	99.1	72.5	52.00	84.3

(0) = $p \leq .10$
* = $p \leq .05$
** = $p \leq .01$
*** = $p \leq .00$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question. Not all programs could be classified by stage

Table 3.1

Fathers Programs Aim to Involve

	All Programs (n =258-259)	Early Stage (n=180)	Mid Stage (n=53)	Mature (n=18)	Center (n=64	Home (n=92)	Combination and Locally Designed (n=95)	**African American** (n=57)	Hispanic (n=33)	White (n=113)	Native American (n=11)	Mixed (n=39-40)
Q 7. In your program what types of fathers do you try to involve? Percent answering "yes" to each question.												
Biological fathers who live in the same household with the Early Head Start child	256 98.8%	178 98.9%	52 98.1%	18 100%	•61 95.3%	92 100%	95 100%	55 96.5%	33 100%	112 99.1%	11 100%	40 100%
Father figures (someone like a father to the child) who live with the Early Head Start Child	245 94.8%	(1) 167 92.8%	53 100%	18 100%	60 93.8%	90 97.8%	87 92.6%	(1) 52 91.2%	31 93.9%	111 98.2%	9 81.8%	37 94.9%
Biological fathers who do not live in the same household with the Early Head Start child	200 77.2%	134 74.5	45 84.9%	16 88.9%	•51 79.7%	63 68.5%	79 83.2%	49 86%	26 78.8%	81 71.7%	9 81.8%	31 77.5%
Father figures who do not live with the Early Head Start child	150 57.9%	••92 51.1%	37 69.8%	15 83.3%	38 59.4%	47 51.1%	58 61.1%	•43 75.4%	16 48.5%	58 51.3%	5 45.5%	25 62.5%

(1) = $p < .10$
• = $p \leq .05$
•• = $p \leq .01$
••• = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

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Table 3.2

Goals for a Father Involvement Program

	All Programs (n =258)	Early Stage (182)	Mid Stage (n=53)	Mature (n=18)	Center (n=64-65)	Home (n=90-91)	Mixed (n=95)	**African American** (n=57)	Hispanic (n=33)	White (n=113)	Native American (n=11)	Mixed (n=40)
Q 19. To what extent does each of the following reflect your program's purposes for father involvement activities? Programs indicating goal is their purpose to a moderate or great extent. Scale score (SD).												
Father Involvement Goals Scale	2.6 (.86)	*****2.4 (.85)**	**2.9 (.66)**	**3.5 (.57)**	****2.4 (.85)**	**2.5 (.85)**	**2.9 (.85)**	2.8 (.96)	2.7 (.83)	2.5 (.80)	2.6 (.94)	2.5 (.84)
Q 19. To what extent does each of the following reflect your program's purposes for father involvement activities? Programs indicating goal is their purpose to a moderate or great extent.												
To help fathers with parenting skills	198 76.7%	**128 71.5%**	**47 88.6%**	**17 94.4%**	44 67.7%	68 75.6%	80 84.2%	42 73.7%	24 72.8%	87 77.6%	9 81.8%	32 82
To encourage fathers to spend time with children	213 82.9%	*** 139 77.6%**	**50 96.2%**	**18 100%**	51 79.7%	73 81.1%	81 85.3%	50 87.7%	23 69.7%	94 84.7%	10 90.9%	31 79.5%
To encourage fathers to be emotionally supportive of their child's mother	155 59.8%	*** 98 54.4%**	**37 69.8%**	**17 94.5%**	32 49.3%	56 61.6%	64 67.4%	42 73.6%	18 54.5%	62 55.3%	7 63.7%	23 57.5%
To encourage the father and mother to work together as co-parents	205 79.5%	**138 76.7%**	**43 82.7%**	**18 100%**	47 73.5%	71 78.0%	79 83.2%	47 82.4%	26 81.3%	86 76.8%	10 91.0%	30 75%
To get fathers to come to program events	207 80.3%	**** 136 76.0%**	**47 88.7%**	**18 100%**	**(1) 49 76.6%**	**66 72.5%**	**84 88.4%**	47 82.5%	27 81.8%	84 75.6%	10 90.9%	34 85%
To involve fathers to resolve their personal issues	103 39.8%	*****56 31.1%**	**28 52.8%**	**16 88.9%**	20 30.7%	36 39.1%	43 45.7%	28 49.1%	14 42.4%	39 34.9%	5 45.5%	15 37.5%
To involve fathers in employment or education	124 47.7%	*****74 40.9%**	**31 54.5%**	**14 77.9%**	26 40.0%	40 43.5%	53 55.8%	32 56.1%	19 57.6%	47 41.6%	5 45.5%	19 47.5%
To involve fathers in financial child support	72 27.9%	*****42 23.3%**	**16 30.8%**	**13 72.3%**	**(1)18 27.7%**	**22 24.2%**	**29 30.8%**	**(1) 23 41.1%**	**10 30.3%**	**27 23.9%**	**2 18.2%**	**8 20.5%**
To involve fathers in family goal setting	177 68.8%	***111 61.3%**	**44 86.3%**	**16 94.1%**	41 63%	66 71.7%	63 67.8%	34 61.8%	23 69.7%	79 70.5%	9 81.9%	29 72.5%
To be recognized in the community as a resource for fathers	119 46.5%	*****69 38.4%**	**31 59.6%**	**15 93.8%**	27 41.6%	39 43.8%	48 51.1%	31 56.4%	13 39.4%	49 43.7%	8 72.8%	14 35.8%
To help nonresident dads stay in contact with their children	79 30.6%	*****44 24.4%**	**20 38.4%**	**12 70.6%**	15 23.1%	25 27.8%	35 36.8%	26 45.6%	12 36.4%	24 21.4%	4 36.4%	11 28.2%
To help nonresident dads stay in contact with their children and provide	70 27.1%	*****40 22.1%**	**18 33.8%**	**11 68.8%**	12 18.5%	22 24.2%	32 34.0%	23 41.1%	6 18.2%	26 23%	3 27.3%	10 25.6%

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child support												

(1)= $p < .10$ ** = $p \leq .01$
* = $p \leq .05$ *** = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

Table 4.1

Program Strategies for Becoming Father Friendly

	All Programs n =261	Early Stage n=181-182	Mid Stage n=53	Mature n=18	Center n=64-65	Home n=92-93	Mixed n=93-95	**African American** n=58	Hispanic n=33	White n=111-113	Native American n=10-11	Mixed n=40
Q 20. What has your program done to become 'father friendly'? Mark all that you have done. Mean score and SD.												
Father Friendly Activities Scale, Mean (SD)	13.4 (5.20)	**11.9***** **(4.39)**	**16.8** **(4.67)**	**20.5** **(3.84)**	**12.0**** **(5.00)**	**13.1** **(5.15)**	**14.7** **(5.18)**	14.3 (5.98)	13.7 (5.32)	13.6 (4.74)	13.1 (3.51)	12.6 (5.20)
Q 20. What has your program done to become 'father friendly'? Mark all that you have done. Percent replying "yes."												
Ensured that all mailing and printed materials include the names of fathers as well as mothers	130 49.8%	87 47.8%	27 50.9%	13 72.2%	28 43.1%	48 51.6%	48 50.5%	27 46.6%	18 54.5%	56 49.6%	6 54.5%	21 52.5%
Ensured that the enrollment forms have a place for information on fathers	239 91.6%	164 90.1%	50 94.3%	18 100%	56 86.2%	85 91.4%	90 94.7%	52 89.7%	31 93.9%	105 92.9%	10 90.9%	37 92.5%
Obtained contact information about the father of the child, regardless of living arrangements	100 72.0%	126 69.6%	41 77.4%	14 77.8%	**43*** **67.2%**	**62** **66.7%**	**77** **81.1%**	39 67.2%	27 81.8%	85 75.2%	5 50.0%	29 72.5%
Developed program policies that include a clear expectation that fathers should and will participate	108 41.4%	**61***** **33.5%**	**29** **54.7%**	**15** **83.3%**	30* 46.2%	29 31.2%	45 47.4%	30 51.7%	14 42.4%	46 40.7%	3 27.3%	14 35.0%
Involved male staff in recruitment of fathers	97 37.2%	**44***** **24.2%**	**34** **64.2%**	**16** **88.6%**	22 33.8%	34 36.6%	39 41.1%	**32**** **55.2%**	**14** **42.4%**	**30** **26.5%**	**3** **27.3%**	**15** **37.5%**
Completed needs assessments for fathers	109 41.8%	**58***** **31.9%**	**34** **64.2%**	**14** **77.8%**	22 33.8%	36 38.7%	47 49.5%	**33*** **56.9%**	**11** **33.3%**	**46** **40.7%**	**7** **63.6%**	**12** **30.0%**
Invited fathers to participate in all EHS events, home visits, and all aspects of the program	249 95.4%	172 94.5%	52 98.1%	17 94.4%	60 92.3%	89 95.7%	92 96.8%	**57**** **98.3%**	**31** **93.9%**	**111** **98.2%**	**11** **100%**	**34** **85.0%**
Made efforts to interact with fathers who accompany mothers when they tend to hang in the background	245 93.9%	170 93.4%	50 94.3%	18 100%	55** 84.6%	91 97.8%	91 95.8%	54 93.1%	28 84.8%	108 95.6%	11 100%	39 97.5%
Sent written information to both parents if they don't live together	77 29.5%	**41***** **22.5%**	**21** **39.6%**	**12** **66.7%**	**11**** **16.9%**	**24** **25.8%**	**37** **38.9%**	**13*** **22.4%**	**13** **39.4%**	**43** **38.1%**	**2** **18.2%**	**6** **15.0%**
Scheduled group meetings and/or home visits with fathers' schedules in mind	183 70.1%	**118**** **64.8%**	**44** **83.0%**	**17** **94.4%**	40 61.5%	67 72.0%	69 72.6%	37 63.8%	26 78.8%	86 76.1%	9 81.8%	24 60.0%
Encouraged mothers to work cooperatively with the father	227 87.0%	**154*** **84.6%**	**51** **96.2%**	**17** **94.4%**	52(1) 80.0%	81 87.1%	87 91.6%	49 84.5%	27 81.8%	101 89.4%	11 100%	34 85.0%
Planned the environment in the center/program planned to make it father-friendly	165 63.2%	113 62.1%	35 66.0%	14 77.8%	36 56.3%	58 62.4%	66 69.5%	35 60.3%	18 54.5%	80 71.4%	8 72.7%	23 57.5%
Displayed positive and diverse images of men and fathers on the walls and in brochures	194 74.3%	**130*** **71.4%**	**47** **88.7%**	**14** **77.8%**	46 71.9%	69 74.2%	72 75.8%	44 75.9%	23 69.7%	88 78.6%	9 81.8%	26 65.0%

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Provided a room or space at the program facilities just for men/fathers	19 7.3%	**3*** 1.6%**	**9 17.0%**	**7 38.9%**	2 3.1%	7 7.5%	10 10.5%	7$^{(1)}$ 12.1%	1 3.0%	5 4.5%	11 100%	6 15.0
Provided bilingual program **activities** for non-English speaking fathers	95 36.4%	**56** 30.8%**	**27 50.9%**	**10 55.6%**	**18* 28.1%**	**31 33.3%**	**44 46.3%**	**14*** 24.1%**	**23 69.7%**	**35 31.0%**	**11 100%**	**21 52.5**
	All Programs	Early Stage	Mid Stage	Mature	Center	Home	Mixed	**African American**	Hispanic	White	Native American	Mixed
Hired male staff	123 47.1%	**73*** 40.1%**	**32 60.4%**	**15 83.3%**	31 48.4%	40 43.0%	49 51.6%	32$^{(1)}$ 55.2%	15 45.5%	46 41.1%	9 81.8%	20 50.0%
Provided training for all staff on working with men and on fatherhood	99 38.1%	**50*** 27.5%**	**32 60.4%**	**14 77.8%**	16$^{(1)}$ 25.0%	38 40.9%	40 42.1%	22 37.9%	11 33.3%	49 43.8%	3 27.3%	13 32.5%
Provided specific training for the EHS father involvement coordinator or person in charge of father involvement	75 28.7%	**26*** 14.3%**	**33 62.3%**	**16 88.9%**	20 31.3%	21 22.6%	32 33.7%	20 34.5%	10 30.3%	30 26.8%	4 36.4%	11 27.5%
Allowed staff time and resources for recruitment and outreach to fathers	106 40.6%	**53*** 29.1%**	**36 67.9%**	**16 88.9%**	21 32.8%	39 41.9%	41 43.2%	**33* 56.9%**	**16 48.5%**	**41 36.6%**	**3 27.3%**	**13 32.5%**
Created a program image that makes it clear the program is designed for fathers as well as the mothers and babies	151 57.9%	**96** 52.7%**	**36 67.9%**	**17 94.4%**	40$^{(1)}$ 62.5%	45 48.4%	59 62.1%	41 70.7%	17 51.5%	68 60.7%	7 63.6%	18 45.0%
Integrated staff working with fathers into the overall program (father-oriented staff work cooperatively with all staff on all aspects of the program)	93 35.6%	**49*** 26.9%**	**29 54.7%**	**15 83.3%**	18 28.1%	34 36.6%	38 40.0%	27 46.6%	12 36.4%	36 32.1%	4 36.4%	13 32.5%
Enabled a majority of front-line staff to become open and receptive to working with fathers	167 64.0%	**108** 59.3%**	**40 75.5%**	**16 88.9%**	**33* 51.6%**	**60 64.5%**	**68 71.6%**	38 65.5%	19 57.6%	77 68.8%	8 72.7%	24 60.0%
Included ability to provide services to fathers in performance appraisals of key staff	36 13.8%	**16*** 8.8%**	**11 20.8%**	**8 44.4%**	8 12.5%	11 11.8%	17 17.9%	14 24.1%	4 12.1%	11 9.8%	1 9.1%	6 15.0%
Developed relationship with local child support enforcement	85 32.6%	**51* 28.0%**	**23 43.4%**	**9 50.0%**	20 30.3%	26 28.0%	37 38.9%	19 32.8%	11 33.3%	42 37.5%	2 18.2%	11 27.5%
Referred fathers to other agencies	186 71.3%	**122* 67.0%**	**43 81.1%**	**16 88.9%**	**38* 59.4%**	**71 76.3%**	**72 75.8%**	40 69.0%	23 69.7%	89 79.5%	6 54.5%	27 67.5%
Recruited fathers who completed the program to work as mentors, recruiters, group facilitators	58 22.2%	**25*** 13.7%**	**22 41.5%**	**11 61.1%**	13 20.3%	18 19.4%	25 26.3%	18 31.0%	9 27.3%	24 21.4%	2 18.2%	5 12.5%

(0) = $p < .10$
* = $p \leq .05$
** = $p \leq .01$
*** = $p \leq .001$

ANOVAs and Chi-Square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

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Table 5.1

Resident and Nonresident Fathers' Level of Involvement in Early Head Start Programs

	All Programs n =220-243	Early Stage n=155-167	Mid Stage n=47-51	Mature n=14-18	Center n=54-59	Home n=80-90	Combination and Locally Designed n=81-90	**African American** n=51-56	Hispanic N=27-29	White n=96-106	Native American n=9-11	Mixed n=31-35
Q 8. How many children (in your program) have a…												
Resident father/father figure ever participated in the EHS program	220 58.6%	****155 54.9%**	**47 68.6%**	**14 65.4%**	54 57.4%	80 59.9%	81 58.7%	51 57.6%	28 58.9%	96 58.3%	9 69.7%	31 54.5%
Resident father/father figure, highly involved in the EHS program	235 24.1%	*****163 21.4%**	**50 27.1%**	**17 41.2%**	59 24.6%	83 24.1%	88 24.3%	51 25.3%	29 23.1%	104 21.2%	11 33.8%	35 28.5%
Nonresident father/father figure ever participated in the EHS program	227 30.4%	156 28.8%	49 37.2%	18 26.6%	57 27.2%	83 32.9%	83 31.0%	54 32.0%	27 21.9%	99 31.1%	11 40.9%	33 27.1%
Nonresident father/father figure highly involved in the EHS program	240 9.5%	167 9.1%	51 10.0%	18 13.5%	59 7.0%	89 10.1%	90 10.3%	56 9.7%	28 8.5	106 8.7%	11 17.6%	35 7.9%

(1) = p < .10
* = $p \leq .05$
** = $p \leq .01$
*** = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

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Table 5.2

Fathers' Level of Involvement in Early Head Start Program Activities

	All Programs n =220-254	Early Stage n=155-181	Mid Stage n=42-52	Mature n=14-18	Center n=54-59	Home N=80-90	Combination and Locally Designed n=81=90	**African American** n=51-56	Hispanic n=27-29	White n=96-106	Native American n=9-11	Mixed N=31=35
Q 9. Please tell how many fathers and father figures, resident and nonresident, are involved in the following program activities, 0 = no fathers are involved; 1 = a few fathers are involved; 2 = some fathers are involved; 3 = many fathers are involved; 4 = most fathers are involved. Scale means (SD)												
Father Uptake Scale (Total involvement of fathers)	1.1 (.48)	*****1.0 (.46)**	**1.3 (.52)**	**1.5 (.44)**	1.0 (.54)	1.2 (.50)	1.1 (.45)	**(1) 1.0 (.47)**	**1.2 (.53)**	**1.1 (.45)**	**1.4 (.49)**	**1.1 (.50)**
Father-Focused Uptake Scale (Fatherhood Factors)	1.0 (.83)	****.7 (.78)**	**1.1 (.81)**	**1.4 (.85)**	.8 (.71)	1.1 (.94)	1.0 (.86)	.9 (.75)	.9 (.78)	1.0 (.96)	1.3 (.50)	.8 (.62)
Q 9. Please tell how many fathers and father figures, resident and nonresident, are involved in the following program activities, 0 = no fathers are involved; 1 = a few father are involved; 2 = some fathers are involved; 3 = many fathers are involved; 4 = most fathers are involved. Item means (SD).												
Applying for EHS program	2.0 (.72)	***1.9 (.65)**	**2.1 (.83)**	**2.4 (.84)**	2.0 (.73)	2.0 (.71)	2.1 (.70)	1.9 (.67)	2.3 (.53)	1.9 (.77)	2.0 (.63)	2.2 (.72)
Activities for all family, e.g., holiday parties, picnics, open house	2.7 (1.00)	****2.6 (.92)**	**2.8 (1.20)**	**3.6 (.70)**	2.7 (1.08)	2.8 (.96)	2.8 (.98)	2.5 (.92)	2.8 (1.03)	2.7 (1.00)	3.0 (1.41)	3.0 (.97)
Activities to improve parenting	2.1 (.92)	*****1.9 (.86)**	**2.3 (.92)**	**3.2 (.71)**	2.0 (.88)	2.1 (.90)	2.1 (1.02)	1.9 (.95)	2.2 (.97)	2.2 (.87)	2.2 (1.08)	1.9 (1.09)
Group parenting activities, group	2.3 (.96)	*****2.2 (.91)**	**2.5 (1.01)**	**3.2 (.86)**	2.1 (1.02)	2.4 (.92)	2.3 (.98)	2.2 (.89)	2.5 (1.00)	2.2 (1.01)	2.8 (.87)	2.4 (.93)

socializations												
Activities for fathers and children only	.8 (1.29)	***.5 (.97)	1.4 (1.44)	2.6 (1.72)	.8 (1.23)	.8 (1.34)	.8 (1.25)	1.0 (1.30)	.7 (1.26)	.8 (1.33)	.4 (.81)	.6 (1.06)
Sporting events for men or program teams.	.6 (1.08)	***.3 (.81)	.9 (1.35)	1.7 (1.53)	.6 (1.07)	.4 (.93)	.6 (1.12)	***1.1 (1.29)	.9 (1.25)	.3 (.80)	.2 (.60)	.3 (.78)
Men's group focused on parenting	.7 (1.12)	***.4 (.81)	1.2 (1.25)	2.4 (1.42)	.7 (1.00)	.6 (1.05)	.8 (1.22)	*1.1 (1.19)	.7 (1.15)	.6 (1.05)	2 (.60)	5 (.96)
Men's support group on a variety of topics	.7 (1.10)	***.5 (.85)	1.2 (1.21)	2.3 (1.32)	.8 (1.01)	.7 (1.12)	.7 (1.13)	*.9 (1.12)	1.0 (1.13)	.6 (1.09)	.2 (.60)	.5 (.88)
	All Programs	Early Stage	Mid Stage	Mature	Center	Home	Mixed	**African American**	Hispanic	White	Native American	Mixed
Men's group for training related to employment	.5 (.90)	***.3 (.70)	.8 (1.07)	1.6 (1.25)	.6 (.88)	.3 (.81)	.5 (.93)	***.9 (1.06)	.6 (.87)	.3 (.78)	.2 (.60)	.3 (.59)
Men's group for education or literacy	.5 (.91)	***.4 (.77)	.7 (1.08)	1.5 (1.10)	.6 (.82)	.5 (.92)	.6 (.95)	.***9 (.98)	.8 (1.06)	.4 (.80)	.0 (.00)	.3 (.61)
Men's group on substance abuse or mental health	.6 (.97)	***.3 (.69)	1.0 (1.21)	1.9 (1.08)	.6 (.88)	.5 (.97)	.7 (1.07)	.8 (1.04)	.7 (.91)	.5 (1.00)	.5 (.82)	.4 (.98)
Men and women for training for employment.	1.1 (1.19)	**1.0 (1.14)	1.2 (1.17)	2.1 (1.35)	1.2 (1.11)	1.0 (1.23)	1.1 (1.17)	1.4 (1.17)	1.2 (1.20)	1.0 (1.14)	.8 (1.17)	1.0 (1.23)
Men and women for literacy.	1.3 (1.18)	*1.3 (1.15)	1.5 (1.15)	1.9 (1.39)	1.4 (1.12)	1.4 (1.30)	1.3 (1.15)	*1.4 (1.03)	1.9 (1.04)	1.2 (1.20)	1.0 (1.48)	1.2 (1.24)
Health Advisory Board/Policy Council.	1.7 (.79)	*1.6 (.74)	1.9 (.89)	1.9 (90)	1.6 (.84)	1.7 (.76)	1.7 (.78)	***1.6 (.79)	1.9 (.78)	1.7 (.78)	2.0 (.77)	1.3 (.78)
Center committees.	1.7 (.93)	1.6 (.83)	1.8 (1.22)	1.9 (.83)	*1.9 (.96)	1.5 (.98)	1.7 (.82)	*1.7 (.87)	1.9 (.91)	1.6 (.87)	2.2 (1.17)	1.4 (.87)
Men and women on substance abuse	1.1 (1.06)	**.9 (1.06)	1.2 (.95)	1.8 (1.04)	1.1 (1.02)	1.0 (1.10)	1.1 (1.05)	1.2 (.98)	1.4 (1.08)	.9 (1.02)	.7 (1.10)	1.0 (1.06)
Working in the classroom	1.6 (.98)	1.5 (.93)	1.6 (1.08)	1.9 (1.08)	***2.0 (.74)	1.1 (1.11)	1.7 (.77)	*1.8 (.69)	1.7 (1.13)	1.4 (.99)	1.8 (.98)	1.4 (.89)
Bringing children to child care (or picking them up) and	2.2 (1.23)	2.1 (1.28)	2.2 (1.36)	2.6 (1.25)	***2.8 (1.10)	1.4 (1.36)	2.6 (.95)	(1) 2.4 (1.06)	2.4 (1.30)	2.0 (1.24)	2.7 (1.56)	2.1 (1.41)

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talking to the teacher												
Attending home visits, not actively participating	2.3 (.81)	(1)2.2 (.79)	2.5 (.87)	2.6 (.70)	*2.1 (.75)	2.4 (.79)	2.3 (.81)	**2.1 (.58)	2.3 (.96)	2.4 (.78)	2.8 (.75)	2.0 (.93)
Participating actively in child development during home visits	2.1 (.77)	**2.0 (.71)	2.4 (.88)	2.4 (.78)	***1.7 (.84)	2.4 (.66)	2.1 (.70)	*1.9 (.70)	2.0 (.92)	2.3 (.68)	2.0 (.89)	2.1 (.93)
	All Programs	Early Stage	Mid Stage	Mature	Center	Home	Mixed	**African American**	Hispanic	White	Native American	Mixed
Participating actively in home visits setting goals for family and self	1.9 (.82)	**1.8 (.74)	2.1 (.97)	2.4 (.85)	(1)1.8 (.77)	2.1 (.71)	1.9 (.91)	*1.8 (.77)	2.0 (.95)	2.1 (.71)	1.3 (1.10)	1.9 (.89)
Participating in parent teacher conferences	1.5 (1.15)	(1)1.4 (1.11)	1.6 (1.26)	2.0 (1.14)	***1.8 (.81)	.9 (1.15)	1.8 (1.12)	*1.7 (.88)	1.8 (1.15)	1.2 (1.12)	1.5 (1.37)	1.6 (1.10)
Fixing up the EHS grounds, painting	1.1 (1.05)	1.0 (1.02)	1.3 (1.13)	1.3 (1.14)	***1.4 (.98)	.7 (1.02)	1.2 (1.05)	1.1 (.85)	1.1 (1.26)	1.0 (.98)	1.5 (1.21)	.9 (1.05)

(1)= $p < .10$
* = $p \leq .05$
** = $p \leq .01$
*** = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

Table 6.1

Barriers to Involving Fathers

	All Programs n =220-240	Early Stage n=155-167	Mid Stage n=47-51	Mature n=14-18	Center n=54-59 1,2,3	Home n=80-90	Mixed n=81=90	**African American** n=51-56	Hispanic n=27-29	White n=96-106	Native American n=9-11	Mixed N=31=35
Q10. To what extent is each of the following a barrier in your program? 0 = not a barrier; 1 = barrier to a limited extent; 2 = barrier to some extent; 3 = barrier to large extent; 4 = major barrier. Scale means (SD).												
Barriers Scale	1.2 (.49)	1.2 (.45)	1.3 (.58)	1.1 (.58)	1.1 (.56)	1.2 (.47)	1.2 (.47)	***1.1 (.49)	1.4 (.67)	1.2 (.43)	.8 (.28)	1.1 (.41)
Barriers Scale: Fatherhood Factors	2.2 (.95)	2.2 (.94)	2.3 (.98)	1.9 (1.06)	2.1 (2.06)	2.2 (2.18)	2.2 (2.21)	**2.0 (1.24)	2.6 (1.19)	2.2 (.74)	1.4 (.59)	2.1 (.75)
Barriers Scale: Program Factors	1.0 (.58)	**1.0 (.56)	1.0 (.64)	.6 (.39)	1.0 (.63)	1.0 (.57)	1.0 (.54)	***.8 (.51)	1.4 (1.38)	1.1 (.66)	.7 (.96)	1.0 (1.00)
Q10. To what extent is each of the following a barrier in your program? 0 = not a barrier; 1 = barrier to a limited extent; 2 = barrier to some extent; 3 = barrier to large extent; 4 = major barrier. Item means (SD)												
Men feel unwelcome in the EHS program	1.5 (.73)	1.5 (.69)	1.7 (.82)	1.4 (.78)	*1.3 (.62)	1.7 (.75)	1.5 (.76)	**1.3 (.52)	1.8 (.92)	1.6 (.70)	1.3 (.47)	1.5 (.68)
EHS has an image as a program for women and children	2.5 (1.15)	2.6 (1.18)	2.4 (1.14)	2.2 (.92)	2.5 (1.20)	2.6 (1.07)	2.4 (1.19)	***2.0 (1.00)	3.0 (1.38)	2.6 (1.06)	2.0 (1.10)	2.4 (1.08)
The father does not live with the mother and child	3.2 (1.08)	3.2 (1.07)	3.2 (1.08)	3.2 (1.29)	3.2 (1.11)	3.1 (1.06)	3.3 (1.11)	3.4 (1.16)	3.2 (1.21)	3.2 (1.03)	2.7 (1.10)	3.1 (1.00)
The father and mother do not get along	3.0 (1.01)	3.0 (1.02)	3.1 (.93)	2.6 (1.10)	2.9 (1.02)	2.9 (1.06)	3.1 (1.00)	(1)3.0 (1.05)	2.9 (1.18)	3.1 (.97)	2.3 (.90)	2.9 (1.02)
The father has been involved in domestic violence	2.4 (.94)	2.4 (.90)	2.7 (1.04)	2.6 (.98)	*2.2 (.88)	2.5 (.97)	2.6 (.91)	**2.2 (.97)	2.7 (.97)	2.6 (.94)	1.9 (.54)	2.4 (.75)
Father tries to control	2.0	2.0	1.9	2.1	**1.6	2.1	2.1	***1.5	2.2	2.1	1.8	2.1

mother's involvement with the program	(.92)	(.91)	(.97)	(.96)	(.70)	(.93)	(.97)	(.79)	(1.00)	(.97)	(.47)	(.75)
The mother does not want the father to be involved in the program	2.2 (.94)	2.2 (.90)	2.2 (.97)	1.9 (1.18)	*2.1 (.92)	2.1 (.79)	2.3 (1.06)	*1.5 (.90)	2.2 (1.23)	2.1 (.84)	1.8 (.81)	2.1 (.83)
	All Programs	Early-Stage	Mid-Stage	Mature	Center	Home-Based	Mixed	African American	Hispanic	White	Native American	Mixed
The mother does not want the father to be involved with the child	2.3 (.92)	2.2 (.87)	2.5 (1.03)	2.4 (1.04)	*2.1 (.89)	2.2 (.88)	2.5 (.97)	(1) 2.2 (1.03)	2.5 (1.02)	2.4 (.85)	1.6 (.40)	2.2 (.75)
The mother's parents/family interferes with the father's involvement	1.7 (.94)	1.6 (.90)	2.0 (.97)	1.8 (1.18)	1.7 (.89)	1.6 (.70)	1.8 (1.04)	1.7 (.98)	1.8 (1.07)	1.7 (.88)	1.2 (.94)	1.7 (.81)
The father has been involved with substance abuse	2.2 (.92)	(1)2.2 (.87)	2.3 (1.03)	2.6 (1.04)	2.2 (1.02)	2.1 (.82)	2.3 (.94)	2.2 (1.33)	2.4 (1.04)	2.3 (1.05)	1.9 (.83)	2.1 (1.17)
The father is not paying child support	2.5 (.90)	2.4 (.79)	2.7 (1.13)	2.6 (.99)	(1)2.7 (1.24)	2.2 (.92)	2.5 (1.24)	2.70 (1.00)	2.4 (1.15)	2.4 (.88)	2.1 (.67)	2.3 (.96)
There are two men involved with the child as fathers or father figures	2.0 (.91)	**1.9 (.88)	2.3 (.94)	2.3 (.98)	2.0 (1.06)	1.9 (.86)	2.0 (.97)	2.1 (1.04)	2.0 (1.36)	2.0 (.84)	1.6 (.75)	2.0 (.89)
The father is incarcerated	2.2 (1.13)	2.1 (1.10)	2.2 (1.17)	2.5 (1.20)	2.0 (1.03)	2.2 (.94)	2.3 (.96)	2.1 (.45)	2.4 (1.11)	2.2 (.61)	1.8 (.47)	2.3 (.77)
Female staff are reluctant to work with men	1.3 (.94)	1.3 (.86)	1.3 (1.03)	1.3 (1.23)	1.3 (.63)	1.3 (.72)	1.3 (.72)	*1.2 (.82)	1.7 (1.14)	1.3 (.86)	1.3 (.67)	1.4 (.79)
Materials have not been designed to be father-friendly	1.7 (.97)	1.7 (.96)	1.8 (.95)	1.6 (1.15)	1.8 (.98)	1.7 (.93)	1.6 (.76)	(1) 1.6 (.82)	2.1 (1.14)	1.7 (.86)	1.4 (.67)	1.5 (.79)
The program perceives a lack of support for father involvement from the Head Start Bureau	1.3 (.70)	(1)1.3 (.72)	1.5 (.68)	1.2 (.69)	1.3 (.81)	1.3 (.69)	1.3 (.85)	**1.4 (1.00)	1.8 (1.18)	1.3 (.65)	1.0 (.00)	1.1 (.34)
Staff lack know-how regarding father involvement	2.0 (.89)	**2.1 (.87)	1.9 (.96)	1.2 (.86)	2.0 (1.12)	2.9 (.94)	2.0 (1.07)	*1.8 (.98)	2.5 (1.19)	2.0 (.97)	1.7 (.90)	1.9 (1.07)
The program lacks	3.0	***3.2	2.7	1.5	3.0	3.1	2.8	**2.7	2.7	3.2	1.8	3.1

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male staff that fathers can relate to	(.80)	**(.70)**	**(1.09)**	**(.71)**	(1.56)	(1.43)	(1.39)	**(1.62)**	**(1.59)**	**(1.30)**	**(.98)**	**(1.45)**
Fathers' work schedules interfere with program involvement	3.3 (1.12)	3.4 (1.13)	3.1 (1.08)	3.1 (1.09)	3.3 (1.21)	3.2 (1.12)	3.4 (1.09)	*****2.9 (1.14)**	**4.1 (1.07)**	**3.2 (1.08)**	**3.3 (1.01)**	**3.4 (.92)**
Classroom and center environments are not father friendly	1.4 (.77)	1.4 (.77)	1.6 (.81)	1.2 (.53)	1.5 (.95)	1.4 (.75)	1.4 (.65)	***1.3 (.70)**	**1.8 (1.04)**	**1.4 (.76)**	**1.2 (.40)**	**1.4 (.59)**

(0) = $p \leq .10$
* = $p \leq .05$
** = $p \leq .01$
*** = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

Table 7.1

Dealing with Challenging Situations

	All Programs n =220-240	Early Stage n=181-182	Mid Stage n=53	Mature n=14-18	Center n=64-68	Home n=92-93	Combination and Locally Designed (Mixed) n=95	African American n=37-58	Hispanic n=28-33	White n=85-113	Native American n=5-11	Mixed n=23-40
Q. 16 Has your program successfully worked through any of these situations and involved the father? Scale Score (SD).												
Overcoming Challenging Situations Scale: Strategies	.6 (.69)	***.5 (.62)	.7 (.67)	1.2 (.97)	.5 (.64)	.6 (.66)	.6 (.74)	*.7 (.78)	.7 (.67)	.6 (.67)	.4 (.64)	.4 (.62)
Q. 16 Has your programs successfully worked through any of these situations and involved the father? Number of programs and percent "yes."												
When the mother does not want the father involved with the child	65 29.7%	*35 23.5%	21 44.7%	8 47.1%	15 31.3%	23 28.0%	26 32.1%	14 29.8%	10 35.7%	30 30.0%	3 42.9%	7 21.2%
When the mother's family (her parents or other relatives) does not want the father involved with the child	49 27.7%	***26 21.8%	13 34.2%	9 60.0%	*15 34.1%	11 17.5%	22 33.8%	13 31.0%	7 31.8%	21 25.6%	2 33.3%	5 21.7%
When the mother and father are in conflict with each other	97 41.5%	**57 35.4%	24 47.1%	13 81.3%	25 48.1%	33 37.9%	36 40.9%	20 41.7%	27 53.1%	43 40.6%	4 44.4%	11 31.4%
When the father has been involved in domestic violence	67 30.6%	*37 25.0%	17 34.7%	11 64.7%	10 20.8%	30 34.5%	25 32.1%	14 32.6%	11 35.5%	33 29.7%	3 33.3%	8 24.2%
When the father is not paying his share of child support	61 28.8%	***34 23.8%	12 24.5%	12 85.7%	**9 19.1%	17 20.7%	33 43.4%	21 44.7%	7 24.1%	23 24.2%	2 33.3%	8 25.8%
When the father has been out of contact with the child for some time	34 16.4%	**16 11.2%	9 20.0%	7 46.7%	*7 14.9%	8 10.5%	18 23.7%	10 22.7%	6 21.4%	12 12.2%	2 28.6%	4 15.4%
When the mother does not want to identify the father for fear of losing TANF subsidies	56 29.6%	**32 25.0%	13 28.9%	9 75.0%	13 28.3%	22 31.9%	20 30.3%	19 43.2%	9 37.5%	17 20.0%	2 33.3%	9 32.1%

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When the mother does not want the father involved with the EHS program	49 22.4%	*27 17.6%	12 26.1%	9 56.3%	10 19.2%	16 20.0%	20 25.3%	18 37.5%	8 25.0%	18 18.6%	1 12.5%	4 13.3%
When EHS staff thinks the father is a negative influence on the child	47 26.9%	*29 23.4%	9 24.3%	8 66.7%	12 30.8%	17 25.0%	18 29.0%	11 29.7%	7 30.4%	22 25.9%	1 20.0%	6 27.3%
Q 17, To what extent have your relied upon the following strategies to involve the father in the EHS program when there are conflicts with respect to father roles and program involvement? Scale score (SD)												
Total Strategies. 4 = strategy used to a very great extent and 0 = not at all	1.2 (.72)	1.1*** (.69)	1.5 (.63)	1.8 (.86)	1.1* (.68)	1.2 (.71)	1.4 (.74)	1.2 (.71)	1.3 (.67)	1.3 (.73)	.8 (.56)	1.2 (.70)
Q 17, To what extent have your relied upon the following strategies to involve the father in the EHS program when there are conflicts with respect to father roles and program involvement? Number of programs and percent "to a great" or "to a very great extent."												
	All Programs	Early Stage	Mid Stage	Mature	Center	Home	Combination and Locally Designed (Mixed)	**African American**	Hispanic	White	Native American	Mixed
Involve separate case workers with the father and other family members	14 5.6%	10*** 5.7%	1 1.9%	3 16.7%	2 3.2%	5 5.5%	6 6.7%	4 7.1%	0 0%	8 7.3%	0 0%	2 5.3%
Talk to the mother and father about the situation and find out how they want you to handle this	92 37.5%	60** 34.5%	20 37.8%	12 66.7%	18 28.5%	36 39.6%	34 37.8%	19 33.9%	13 39.4%	43 39.5%	4 36.4%	13 34.2%
Discuss the situation among staff to find the best solution	126 51.4%	80* 46.0%	34 64.2%	12 66.7%	30 47.7%	46 50.6%	49 54.4%	25 44.6%	17 51.5%	62 56.4%	4 40.4%	16 44.7%
Refer the father to another agency (outside of EHS) but coordinate efforts with that agency	37 15.1%	19* 10.9%	12 22.7%	6 33.3%	8 12.9%	12 13.2%	16 17.6%	8 14.3%	5 15.6%	18 16.2%	1 9.1%	5 13.5%
Refer the father to another agency (outside of EHS) but do not coordinate efforts with the agency	9 4.1%	5 2.9%	3 5.7%	2 11.1%	0	2 2.2%	8 8.9%	2 3.6%	2 6%	3 2.7%	0 0%	2 5.4%
Work with child support officials	28 11.4%	15*** 8.6%	8 15.1%	5 27.8%	2* 3.2%	5 5.6%	20 21.7%	7 12.5%	4 12.1%	12 10.9%	0 0%	3 8.1%
Work with TANF administrators	32 13.3%	18** 10.5%	7 13.5%	7 38.9%	5* 8.1%	11 12.4%	16 18.2%	5 9.3%	4 12.2%	18 16.7%	1 10.0%	4 10.8%

(0) = p ≤ .10
* = p ≤ .05
** = p ≤ .01
*** = p ≤ .001

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

Table 8.1

Staffing and Training

	All Programs n =[a]53-259	Early Stage n=48-182	Mid Stage n=31-53	Mature n=15-18	Center n=24-65	Home n=31-93	Combination and Locally Designed n=19-95	**African American** n=28-58	Hispanic n=14-33	White n=35-113	Native American n=3-11	Mixed n=12-40
Q 18. Is there one person who provides the leadership and day-to-day management for father involvement within your program? Number of programs and percent "yes."												
Yes, one person is in charge of father involvement.	93 35.6%	*****45 24.9%**	**33 62.3%**	**14 82.4%**	26 40.0%	29 31.5%	35 37.2%	28 49.1%	13 39.4%	33 29.5%	3 27.3%	15 37.5%
Responsibility is shared by two people.	36 13.8%	*****24 13.3%**	**10 18.9%**	**2 11.8%**	11 16.9%	9 9.8%	15 16.0%	8 14.0%	7 21.2%	15 13.4%	2 18.2%	3 7.5%
Yes, *one or two* persons are in charge of father involvement	129 49.8%	*****69 38.1%**	**43 81.2%**	**16 94.1%**	37 56.9%	38 41.3%	50 53.2%	**(1)36 63.2%**	**20 60.6%**	**48 42.9%**	**5 45.5%**	**18 45.0%**
Among the programs who have designated a single person to provide leadership and day-to-day management for father involvement within the program, is that person a man? Number of programs and percent "yes."												
Yes, person in charge is a man.	53 56.4%	16 33.3%	25 80.6%	12 80.8%	12 50.0%	20 64.5%	19 52.8%	18 64.3%	10 71.4%	14 40.0%	2 66.7%	8 53.3%
Has your program hired male staff? Number of programs and percent "yes."												
Hired male staff	123 47.1%	73 40.1%	32 60.4%	15 83.3%	31 48.4%	40 43.0%	49 51.6%	32 55.2%	15 45.5%	46 41.1%	9 81.8%	20 50.0%
Has your program provided training for the EHS father involvement coordinator or person in charge of father involvement or for all staff on working with men and on fatherhood or allowed time for outreach to fathers? Number of programs and percent "yes." (Also in Table 4.1)												
Provided training for all staff on working with men and on fatherhood	99 38.1%	**50*** 27.5%**	**32 60.4%**	**14 77.8%**	**16 (1) 25.0%**	**38 40.9%**	**40 42.1%**	22 37.9%	11 33.3%	49 43.8%	3 27.3%	13 32.5
Provided specific training for the EHS father involvement coordinator or person in charge of father involvement	75 28.8%	**26*** 14.3%**	**33 62.3%**	**16 88.9%**	20 31.3%	21 22.6%	32 33.7%	20 34.5%	10 30.3%	30 26.8%	4 36.4%	11 27.5

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[a] Lower numbers reflect responses by a subset of the programs.

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Allowed staff time and resources for recruitment and outreach to fathers	106 40.8%	**53***** **29.1%**	**36** **67.9%**	**16** **88.9%**	21 32.8%	39 41.9%	41 43.2%	**33*** **56.9%**	**16** **48.5%**	**41** **36.6%**	**3** **27.3%**	**13** **32.5**

(1)= $p \leq .10$
* = $p \leq .05$
** = $p \leq .01$
*** = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

Table 9.1

Recruitment Procedures Used by Early Head Start Programs

	All Programs n =220-240	Early Stage n=155-167	Mid Stage n=47-51	Mature n=14-18	Center n=54-59	Home n=80-90	Mixed n=81=90	**African American** n=51-58	Hispanic n=27-29	White n=96-106	Native American n=9-11	Mixed n=31=35
Q15, To what extent do you rely on the following to involve fathers in the EHS program? Scale scores (SD).												
Recruitment Scale: Mother Recruit	2.90 (.78)	2.92 (.78)	2.83 (.73)	3.0 (.95)	2.75** (.78)	2.79 (.80)	3.1 (.75)	3.12* (.80)	**2.98 (.77)**	**2.8 (.77)**	**2.36 (.78)**	**2.92 (.77)**
Recruitment Scale: Male Recruit	2.13 (1.05)	1.94*** (1.07)	**2.5 (.81)**	**3.0 (.76)**	1.8** (.90)	**2.09 (.90)**	**2.37 (1.23)**	2.3 (1.11)	2.39 (.79)	1.93 (1.11)	2.16 (.96)	2.21 (1.00)
Q 15, To what extent do you rely on the following to involve fathers in the EHS program? Number of programs and percent "to a great" or "to a very great extent."												
The child's mother when there is a resident father	192 77.1%	136 76.4%	42 79.2%	14 77.7%	46 71.9%	69 74.2%	75 82.5%	48 82.7%	26 81.3%	82 74.5%	6 54.6%	30 76.9%
The child's mother when there is a nonresident father	155 63.5%	115 66.1%	28 52.8%	12 70.6%	37* 59.6%	**51 56.1%**	**65 73.0%**	42 75.0%	22 68.7%	63 58.4%	3 27.3%	23 60.5%
Fathers who are involved in the EHS program	95 38.9%	59*** 33.9%	**22 41.5%**	**14 82.4%**	21 33.9%	31 34.1%	41 46.1%	26 45.6%	11 35.5%	42 39.2%	5 45.5%	12 30.8%
Male staff who know fathers in the community	41 17.5%	15*** 9.0%	**15 28.3%**	**11 73.3%**	5 8.5%	16 18.1%	20 23.5%	15** 28.8%	**7 23.3%**	**10 9.4%**	**4 36.4%**	**6 16.6%**
Other men in the community	23 9.5%	5*** 4.6%	**9 17.0%**	**6 33.4%**	3 4.8%	4 4.5%	15 16.6%	8* 14.3%	**4 12.5%**	**4 3.7%**	**2 18.2%**	**4 10.5%**
Other agencies in the community	41 16.8%	20*** 11.5%	**14 26.4%**	**7 41.1%**	9 14.7%	15 16.3%	15 16.8%	15 27.3%	7 21.9%	10 9.2%	3 27.3%	6 15.4%

(1)= $p \leq .10$
* = $p \leq .05$
** = $p \leq .01$
*** = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

Table 10.1

Strategies to Involve Nonresident Fathers

	All Programs n =260	Early Stage n=182	Mid Stage n=53	Mature n=18	Center n=65	Home n=93	Mixed n=95	African American n=58	Hispanic n=33	White N=113	Native American n=11	Mixed n=40
Q 13. What do you do to involve nonresident fathers of EHS children in the program? Number of practices (SD).												
Average Number of Practices to Involve Nonresident Fathers	3.1 (2.24)	*****2.7 (1.99)**	**4.0 (2.37)**	**5.1 (2.68)**	2.9 (1.90)	3.0 (2.23)	3.3 (2.43)	***3.4 (2.23)**	**3.7 (3.67)**	**3.2 (3.20)**	**1.8 (1.82)**	**2.4 (2.35)**
Q 13. What do you do to involve nonresident fathers of EHS children in the program? Number of programs and percent "yes" to each practice.												
Mail progress notes to the father	39 15%	23 12.7%	11 20.8%	4 22.2%	7 10.8%	13 14.1%	15 15.8%	***8 13.8%**	**6 18.2%**	**24 21.2%**	**0 0%**	**1 2.6%**
Invite father to events, by mail	101 38.8%	*****59 32.6%**	**28 52.8%**	**13 72.2%**	22 33.8%	33 35.9%	40 42.1%	***29 50.0%**	**16 48.5%**	**44 38.9%**	**2 18.2%**	**9 23.1%**
Invite father to home visits, by mail	43 16.5%	***26 14.4%**	**10 18.9%**	**7 38.9%**	**(1) 11 16.9%**	**8 8.7%**	**20 21.1%**	11 19.0%	9 27.3%	16 14.2%	1 9.1%	5 12.8%
Call father to include him in group activities and events	89 34.2%	*****46 25.4%**	**25 47.2%**	**16 88.9%**	19 29.2%	26 28.3%	40 42.1%	**(1) 25 41.3%**	**26 48.5%**	**32 28.3%**	**2 18.2%**	**12 30.8%**
Prepare duplicate materials for the fathers	73 28.2%	46 25.4%	17 32.1%	6 33.3%	14 21.5%	31 34.1%	24 25.3%	****9 15.5%**	**13 39.4%**	**43 38.1%**	**3 27.3%**	**4 10.5%**
Prepare a mailing list of fathers who are nonresident	27 10.4%	****11 6.1%**	**12 22.6%**	**4 22.2%**	***3 4.6%**	**8 8.7%**	**16 16.8%**	8 13.8%	7 21.2%	9 8.0%	0 0%	3 7.7%
Invite nonresident fathers in person	97 37.3%	****56 30.9%**	**27 50.9%**	**11 61.1%**	30 46.2%	30 32.6%	36 37.9%	29 50.0%	11 33.3%	40 35.4%	2 18.2%	14 35.9%
Conduct home visits to nonresident fathers	52 20.0%	***30 16.6%**	**17 32.1%**	**5 27.8%**	***8 12.3%**	**25 27.2%**	**16 16.8%**	12 20.7%	8 24.2%	26 23.0%	0 0%	5 12.8%
Discuss the situation with the mother	210 80.8%	139 76.8%	47 88.7%	16 88.9%	53 81.5%	72 78.3%	80 84.2%	48 82.8%	27 81.8%	93 82.3%	8 72.7%	31 79.5%
Hold meetings with nonresident fathers	31 11.9%	*****9 5.0%**	**13 24.5%**	**9 50.0%**	5 7.7%	8 8.7%	16 16.8%	10 17.2%	4 12.1%	13 11.5%	0 0%	4 10.3%
Do not involve a nonresident biological father if there is a resident father	24 9.2%	**(1) 21 11.6%**	**1 1.9%**	**1 5.6%**	5 7.7%	13 14.1%	6 6.3%	3 5.2%	3 9.1%	14 12.4%	1 9.1%	3 7.7%
Nothing	21 8.1%	19 10.5%	2 3.8%	0 0%	***9 13.8%**	**8 8.7%**	**3 3.2%**	7 12.1%	1 3.0%	8 7.1%	1 9.1%	3 7.7%

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Q 14b. Do you make an effort to involve incarcerated fathers? Of 188 programs responding that they have a child with an incarcerated father in the program, number of programs and percent "yes."

A strong effort is made for many fathers or for some fathers	19 10.1%	*****6 4.6%**	**7 20.0%**	**6 40.0 %**	1 2.5%	5 6.8%	12 17.7%	7 18.4%	2 8.6%	6 7.1%	0 0%	4 13.3%

Q14c. What do you do to involve incarcerated fathers? Of 188 programs responding that they have a child with an incarcerated father in the program, number of programs and percent "yes."

	All Programs	Early Stage	Mid Stage	Mature	Center	Home	Mixed	**African American**	Hispanic	White	Native American	Mixed
Nothing	105 55.9%	79 59.8%	16 45.7%	6 40.0%	•30 75.0%	41 54.7%	33 48.5%	23 60.5%	8 34.8%	49 57.0%	6 75.0%	16 53.3%
Mail progress notes to the father	9 4.8%	****2 1.5%**	**5 14.3%**	**2 13.3%**	**(1) 0 0%**	**2 2.7%**	**6 8.8%**	3 7.9%	3 13.0%	3 3.5%	0 0%	0 0%
Visit the father in prison	7 3.7%	*****0 0%**	**3 8.6%**	**4 26.7%**	0 0%	3 4.0%	3 4.4%	3 7.9%	1 4.3%	2 2.4%	0 0%	1 3.3%
Prepare duplicate materials of program reports for the fathers	14 7.5%	****7 5.3%**	**7 20.0%**	**0 0%**	0 0%	7 9.3%	6 8.8%	2 5.3%	4 17.4%	7 8.2%	0 0%	1 3.3%
Conduct home visits in prisons	5 2.7%	****1 .8%**	**2 5.7%**	**2 13.3%**	1 2.6%	1 1.3%	3 4.4%	0 0%	1 4.3%	2 2.4%	0 0%	2 6.7%
Discuss the situation with the mothers	73 39.0%	49 37.1%	16 45.7%	7 46.7%	11 28.2%	30 40.0%	28 41.2%	15 39.5%	13 56.5%	33 38.8%	2 25.0%	10 33.3%
Discuss the situation with the father's warden	6 3.2%	2 1.5%	2 5.7%	2 13.3%	0 0%	2 2.7%	3 4.4%	2 5.3%	2 8.7%	2 2.4%	0 0%	0 0%

(0) = $p < .1$ in comparing sub groups
• = $p \leq .05$
•• = $p \leq .01$
••• = $p \leq .001$

ANOVAs and chi-square tests were used to determine overall significant differences (in bold) across levels of a variable, denoted by black column markers. Detailed pairwise differences between cells or means are not reported in this table. N's may vary somewhat because sample respondents did not answer every question.

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